



NORTH AMERICAN DIVISION

SoSMART



Social Studies Management and Resource Tool (SoSmart)
for Multi-grade Classrooms

2016



Adventist Education
A JOURNEY TO EXCELLENCE



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SoSmart

IMPLEMENTATION GUIDE

North American Division

Social Studies Management

and Resource Tool (SoSmart)

for Multi-grade Classrooms

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SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL (S.O. S.M.A.R.T)

INTRODUCTION

The *SoSmart* manual is designed to assist the multi-grade teacher in planning and teaching social studies. Four cycles for both lower and upper grades incorporate the North American Division Social Studies Standards and content from the approved social studies textbooks. By following the approved cycles, the multi-grade teacher will be able to assure all social studies standards are introduced over the four years while teaching the same topics/standards across four levels (grades).

In Grades 1-4, the teacher will utilize all four levels of social studies textbooks each year. This is an attempt to avoid all easier (Grade 1) or more difficult (Grade 4) content and textbooks for the entire year. By using McGraw-Hill online digital presentations, the teacher should be able to electronically project the student textbook pages for most books (not available at this time for *Our Country and Its Regions* - 4th grade).

In Grades 5-8, the cycles are organized so they alternate between American History and World History. In each yearly cycle, only one textbook will be used. McGraw-Hill has a digital student text available for all upper grade textbooks as well as digital presentations for the teacher to adapt as desired.

Within the manual, quarterly sections for each cycle (both lower and upper) include the following:

- Content topic
- Pacing guide
- Standards
- Objectives
- Vocabulary words
- Spiritual application ideas
- Textbook pages for the content topic
- Textbook series (McGraw-Hill) resources
- Additional resources/connections
- Assessment and instructional ideas

It is recommended that teachers preview all videos and other resources to verify appropriateness for their classroom situation. Over time, some videos and online resources listed may no longer be available.

Included with McGraw-Hill teachers' editions and digital presentations and resources, there are graphic organizers, worksheets, interactive maps, and PowerPoint slides too numerous to list in this manual. Teachers are encouraged to further enhance the social studies program by using a variety of resources to which they have access.

SCHEDULING CHARTS

Multi-grades Scheduling Chart

	2016/2017	2017/2018	2018/2019	2019/2020
GRADES 1-4	CYCLE 3 Lower	CYCLE 4 Lower	CYCLE 1 Lower	CYCLE 2 Lower
GRADES 5-8	CYCLE 3 Upper	CYCLE 4 Upper	CYCLE 1 Upper	CYCLE 2 Upper

Combo Grades Scheduling Chart

	2016/2017	2017/2018	2018/2019	2019/2020
GRADES 1/2	Grade 1 textbook <i>Our Community and Beyond, 2014</i>	Grade 2 textbook <i>Who We Are as Americans, 2014</i>	Grade 1 textbook <i>Our Community and Beyond, 2014</i>	Grade 2 textbook <i>Who We Are as Americans, 2014</i>
GRADES 3/4	Grade 3 textbook <i>The United States Communities and Neighbors, 2014</i>	Grade 4 textbook <i>Our Country and Its Regions, 2016</i>	Grade 3 textbook <i>The United States Communities and Neighbors, 2014</i>	Grade 4 textbook <i>Our Country and Its Regions, 2016</i>
GRADES 5/6	Grade 5 textbook <i>A History of the United States, 2016 (first half) [Lincoln]</i> or <i>A History of the United States, Early Years, 2016 [Sacagawea]</i>	Grade 6 textbook <i>A History of the World, 2014 (first half) [Tut]</i>	Grade 5 textbook <i>A History of the United States, 2016 (first half) [Lincoln]</i> or <i>A History of the United States, Early Years, 2016 [Sacagawea]</i>	Grade 6 textbook <i>A History of the World, 2014 (first half) [Tut]</i>
GRADES 7/8	Grade 7 textbook <i>A History of the World, 2014 (second half) [Tut]</i>	Grade 8 textbook <i>A History of the United States, 2016 (second half) [Lincoln]</i> or <i>A History of the United States, Modern Times, 2016 [Armstrong]</i>	Grade 7 textbook <i>A History of the World, 2014 (second half) [Tut]</i>	Grade 8 textbook <i>A History of the United States, 2016 (second half) [Lincoln]</i> or <i>A History of the United States, Modern Times, 2016 [Armstrong]</i>

For classrooms with combo grades (i.e., Grades 3/4), the recommendation is to follow an alternating schedule which includes only the textbooks for the two grade levels, although spiritual application ideas, resources, and assessment and instructional ideas from the SoSmart manual may be useful for combination classroom teachers.

TEXTBOOK LIST

Multi-grades SoSmart Cycles Textbook List

<p>CYCLE 3 2016/2017</p>	<p>GRADES 1-4</p>	<p><i>Our Community and Beyond, 2014</i> <i>Who We Are as Americans, 2014</i> <i>The United States Communities and Neighbors, 2014</i> <i>Our Country and Its Regions, 2016</i></p>
	<p>GRADES 5-8</p>	<p><i>A History of the World, 2014 [Tut]</i> (World History: Islamic Civilization to Present)</p>
<p>CYCLE 4 2017/2018</p>	<p>GRADES 1-4</p>	<p><i>Our Community and Beyond, 2014</i> <i>Who We Are as Americans, 2014</i> <i>The United States Communities and Neighbors, 2014</i> <i>Our Country and Its Regions, 2016</i></p>
	<p>GRADES 5-8</p>	<p><i>A History of the United States, 2016 [Lincoln]</i> (American History: Reconstruction to Present)</p>
<p>CYCLE 1 2018/2019</p>	<p>GRADES 1-4</p>	<p><i>Our Community and Beyond, 2014</i> <i>Who We Are as Americans, 2014</i> <i>The United States Communities and Neighbors, 2014</i> <i>Our Country and Its Regions, 2016</i></p>
	<p>GRADES 5-8</p>	<p><i>A History of the World, 2014 [Tut]</i> (World History through the Rise of Christianity)</p>
<p>CYCLE 2 2019/2020</p>	<p>GRADES 1-4</p>	<p><i>Our Community and Beyond, 2014</i> <i>Who We Are as Americans, 2014</i> <i>The United States Communities and Neighbors, 2014</i> <i>Our Country and Its Regions, 2016</i></p>
	<p>GRADES 5-8</p>	<p><i>A History of the United States, 2016 [Lincoln]</i> (American History through the Civil War)</p>

SOSMART CYCLES

Social Studies Curriculum Map Cycles for Grades 1-4

	CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4
FIRST QUARTER	<p>People and Traditions (Holidays, heroes, stories)</p> <p>Our World (Maps and where we live)</p>	<p>Our National Story (Overview of US History)</p>	<p>Celebrating Culture (Life in the US, Canada, Mexico, and Caribbean)</p>	<p>Good Citizens (Citizenship, symbols of our country)</p> <p>All About Economics (Meeting people's needs, trade, making choices about money)</p>
SECOND QUARTER	<p>Economics (Buyers, sellers, resources, trade, currency)</p>	<p>The Southeast (Geography, economy, and peoples)</p>	<p>The Midwest (Geography, economy, and peoples)</p>	<p>The West (Geography, economy, and peoples)</p>
THIRD QUARTER	<p>The Northeast (Geography, Economy, and peoples)</p>	<p>Where We Live (Maps and globes)</p> <p>A Land of Immigrants (Colonial America and immigration)</p>	<p>Economics (Goods, services, producers, buyers, sellers, making money choices)</p> <p>Government and Civics (Levels of government, local government)</p>	<p>The Geography of North America and the Caribbean (US, Canada, Mexico, and the Caribbean)</p>
FOURTH QUARTER	<p>Citizenship and Government (Rights and responsibilities, rules and laws, symbols)</p>	<p>Native Americans (Southeast, Northeast, Plains, Southwest, and Northwest)</p>	<p>The Southwest (Geography, economy, and peoples)</p>	<p>The US: Its Land and People (Regions, climate, government, democratic values)</p>

SOSMART CYCLES

Social Studies Curriculum Map Cycles for Grades 5-8

	CYCLE 1 World History	CYCLE 2 American History	CYCLE 3 World History	CYCLE 4 American History
FIRST QUARTER	Early Humans / Agricultural Revolution Mesopotamia	The First Americans Exploring the Americas Colonial America Life in the American Colonies	Islamic Civilizations African Civilizations The Americas Imperial China	The Reconstruction Era Opening the West The Industrial Age An Urban Society
SECOND QUARTER	Ancient Egypt and Kish The Israelites The Ancient Greeks	The Spirit of Independence The American Revolution A More Perfect Union The Constitution	Civilizations of Korea, Japan, and SE Asia Medieval Europe Renaissance Reformation	The Progressive Era Rise to World Power World War I The Jazz Age
THIRD QUARTER	Greek Civilization Ancient India Early China	The Federalist Era The Jefferson Era American Growth and Expansion The Jackson Era Manifest Destiny	Age of Exploration and Trade Scientific Revolution and The Enlightenment Political and Industrial Revolutions	The Depression and the New Deal America and World War II The Cold War Era
FOURTH QUARTER	Rome: Republic to Empire Roman Civilization The Rise of Christianity	North and South The Spirit of Reform Toward Civil War The Civil War	Imperialism World War I World War II Cold War Building Today's World	The Civil Rights Era The Vietnam Era A Troubled Nation New Challenges

CYCLE 1, LOWER

SoSmart Chart: Cycle 1, Lower

CYCLE 1	Grades 1-4	Suggested Pacing
FIRST QUARTER	People and Traditions Change over Time Special Holidays American Heroes and Sharing Stories	3 days 3 days 4 days
	Our World Our World and Using Maps Where We Live and our Earth	3 days 3 days
SECOND QUARTER	Economics Buyers and Sellers Productive Resources Scarcity and Trade Currency in North America and the Caribbean	4 days 4 days 4 days 4 days
THIRD QUARTER	The Northeast Northeast Region The Geography of the Northeast The Economy of the Northeast The People of the Northeast	3 days 4 days 4 days 4 days
FOURTH QUARTER	Citizenship and Government United States Citizens Rights and Responsibilities Citizens Create Change Rules and Laws American Symbols	4 days 3 days 3 days 3 days 3 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Change Over Time

PACING: 3 Days

STANDARDS:

- SS.K-4.C.2** Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.TCC.1** Explain that the study of the past is a story of communities, nations, and the world.
- SS.K-4.PPE.10** Examine the effects of sin on the environment.
- SS.K-4.IDI.3** Define concepts such as: growth, change, learning, self, family, and groups.
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

OBJECTIVES:

- Discuss how people and events shape history.
- Understand why history is important and how things change over time.
- Recognize and use time lines.

VOCABULARY: similarities, differences, artifacts, history, time line, community, technology, communication

SPIRITUAL APPLICATIONS:

Review the stories of Creation and the Flood. Describe the effects of sin on humans and the environment.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 1 pp. 2-23

Unit 1 – Unit Opener and Lesson 1
Digital Plans and Presentations

Video – *How Communities Are Alike and Different* (10:22)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *School* (3:11)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 51 – to be continued): Make a poster about life in the past. *Rubric is on page 51W.*
2. Complete a Venn diagram comparing school long ago and today.
3. Develop a time line showing events from your life or showing events from one day.
4. Research kinds of technology that have changed over time like telephones or copy machines. Draw a picture and write a few sentences about how the piece of technology has changed over time.

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Special Holidays

PACING: 3 Days

STANDARDS:

SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world.

OBJECTIVES:

- Define culture.
- Recognize why we celebrate people and events.
- Illustrate how to use a graphic organizer (calendar).

VOCABULARY: holidays, celebration, slavery, culture

SPIRITUAL APPLICATIONS:

Read Luke 15:11-31 (Parable of the Lost Son) – Discuss the celebration the father prepared. Compare to God's celebration when people come to or return to Him.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 1 pp. 24-31

Unit 1 – Lesson 2 Digital Plans and Presentations

Video – *Veterans Day: Holiday Facts and Fun* (13:23)

Leveled Reader – *The First Thanksgiving* (TE 16, 17)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Thanksgiving: Holiday Facts and Fun* (12:45)

Learn360 video – *Cinco de Mayo: Holiday Facts and Fun* (12:18)

Learn360 video – *Memorial Day: Holiday Facts and Fun* (15:08)

Learn360 video – *Martin Luther King Day: Holiday Facts and Fun* (11:27)

BrainPop Jr. video – *Martin Luther King Jr.* (6:05)

BrainPop Jr. video – *Thanksgiving* (4:00)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Make a poster about life in the past.
2. Create and label a monthly calendar showing one or more special days or holidays.
3. Develop an illustrated chart listing facts about an important holiday.
4. After reading *The First Thanksgiving*, create a skit acting out the events of the story.

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: American Heroes and Sharing Stories

PACING: 4 Days

STANDARDS:

- SS.K-4.IDI.2** Identify the qualities that make individuals unique and equip them for their place in God's overall plan.
- SS.K-4.IDI.4** Explain how individuals have characteristics that are both distinct from and similar to those of others.
- SS.K-4.IDI.16** Embrace and cultivate a personal relationship with Christ.

OBJECTIVES:

- Determine how people show character.
- Identify positive character traits and why they are important.
- Analyze stories and why we read/tell them.
- Identify fact and fiction.

VOCABULARY: character, honesty, courage, responsibility, exaggerate, fable, fact, fiction

SPIRITUAL APPLICATIONS:

Read a story from the Bible that discusses how God helps a person develop positive character traits (i.e., Elijah, Saul/Paul, Moses). What qualities made the Bible characters ready to be part of God's plan?

Find examples of Bible characters with a personal relationship with God. Encourage cultivation of a personal relationship with Jesus.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 1 pp. 32-51

Unit 1 - Lessons 3 and 4 Digital Plans and Presentations

Video - *Abraham Lincoln: Famous People, Incredible Lives* (7:04)

Video - *Harriet Tubman and Her Escape to Freedom* (12:29)

Leveled Readers - *Daniel Inouye* (TE 18, 19); *Coretta Scott King* (TE 20, 21)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video - *Harriet Tubman* (3:42)

BrainPop Jr. video - *Abraham Lincoln* (4:03)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 51): Make a poster about life in the past.
2. Describe in your own words three ways people can be honest.
3. Write a paragraph that tells about a hero you know or have read about. After you have written your paragraph, draw a picture of your hero.
4. In a small group, develop a skit showing a positive character trait.
5. Using a T-chart, make a list of "do's and don't's" in different situations.
6. Write exaggerated sentences and share with a partner.
7. Compare and contrast fables with parables from the Bible.

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Our World and Using Maps

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.2** Define concepts such as: location, direction, distance, and scale.
- SS.K-4.PPE.11** Compare and contrast benefits and problems resulting from the discovery and use of resources.

OBJECTIVES:

- Recognize how maps help us better understand the world.
- Locate and identify elements of a map.

VOCABULARY: map key, map scale, compass rose, thematic map, cardinal and intermediate directions

SPIRITUAL APPLICATIONS:

Review the story of Abram's and Lot's separation in Genesis 13. Notice God's use of the terms "north, south, east, and west."

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 1 pp. 2-13

Unit 1 - Unit Opener and Lesson 1
Digital Plans and Presentations

Video - *Map Adventures in the Park* (5:42)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *You Are Here: Mapping Skills* (17:22)

BrainPop Jr. video - *Reading Maps* (5:28)

www.eduplace.com/ss/maps/
(Free maps to download and print out)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 25 - to be continued): Create a globe of your own. Rubric is on page 25W.
2. Hide an object in the park, home, or backyard and create a map that leads to the object. Create a compass rose and a map key for the map. Then give the map to a friend or family member to look for the treasure.
3. Find a simple map of your hometown. Find your home and other landmarks.
4. In small groups, make cardinal direction posters to put up in your classroom (north, east, south, west).

FIRST QUARTER · CYCLE 1, LOWER

TOPIC: Where We Live and Our Earth

PACING: 3 Days

STANDARDS:

SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

OBJECTIVES:

- Compare and contrast political and physical maps.
- Identify the equator, prime meridian, and the North and South Poles.

VOCABULARY: political map, physical map, equator, prime meridian, North Pole, South Pole, globe

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Buyers and Sellers

PACING: 4 Days

STANDARDS:

- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.PDC.3** Distinguish the difference between needs and wants.
- SS.K-4.PDC.5** Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.6** Explain how economic incentives affect people's behavior.

OBJECTIVES:

- Evaluate primary and secondary sources.
- Define and understand basic economic terms.

VOCABULARY: economics, budget, buyer, seller, exchange

SPIRITUAL APPLICATIONS:

2 Corinthians 9:7, 8 – Read and discuss “Taking Care of God’s Things” from *What We Believe for Kids* by Jerry Thomas (pp. 52, 53).

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 102-115

Unit 3 – Unit Opener and Lesson 1
Digital Plans and Presentations

Skill Builders: Primary Source Paintings – (Demonstrates how paintings can be primary or secondary sources)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Needs and Wants* (3:44)
BrainPop Jr. video – *Saving and Spending* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 137 – to be continued): Create an advertisement using the economic concepts studied. Rubric is on page 137W.
2. Prepare a monthly budget. Include how you will earn money and how you will spend money.
3. Role play with partners as buyers and sellers. How will you determine a fair price?
4. Distribute small sacks of items (jelly beans, marbles, etc.). Practice figuring “tithe” or one-tenth.
5. Make a list of your “needs” and your “wants.” Which is longer? Compare your list with a classmate.

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Productive Resources

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.2** Explain uses of God’s gift of natural resources for meeting human needs.
- SS.K-4.STS.3** Design a project using technology to serve the church and community.
- SS.K-4.STS.7** Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe.

OBJECTIVES:

- Define natural resources, human resources, and capital resources and how they are important in the economy.

VOCABULARY: natural resources, human resources, capital resources, entrepreneur

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Scarcity and Trade

PACING: 4 Days

STANDARDS:

- SS.K-4.IGI.8** Participate in age appropriate outreach and service projects.
- SS.K-4.PDC.1** Demonstrate how people and communities deal with scarcity of resources.
- SS.K-4.PDC.9** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

OBJECTIVES:

- Recognize the connection between supply and demand.
- Explain how scarcity affects trade.

VOCABULARY: demand, supply, scarcity, product, trade

SECOND QUARTER · CYCLE 1, LOWER

TOPIC: Currency in North American and the Caribbean

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.7** Identify the characteristics and functions of money and its uses.
- SS.K-4.GC.5** Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections.

OBJECTIVES:

- Discuss the importance of currency.
- Compare and contrast currencies of North America.

VOCABULARY: characteristic, currency, symbol

SPIRITUAL APPLICATIONS:

Matthew 22:15-22 - Discuss symbols on currency. What lesson did Jesus teach about money in this reading?

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 3 pp. 130-137

Unit 3 - Lesson 4 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Math in Our Lives: Currency* (13:11)

BrainPop video - *Money* (3:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 137): Create an advertisement using the economic concepts studied. *Rubric is on page 137W.*
2. Research a currency from another country. Then compare and contrast that currency with the currency of the United States. Share what you've learned with the class.
3. Create your own system of currency. Illustrate and label your currency.
4. Research exchanging one country's currency for that of another country. How and where can you make such an exchange? Do you get an equal number of currency pieces?

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: Northeast Region

PACING: 3 Days

STANDARDS:**SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.**OBJECTIVES:**

- Introduction to the Northeast Region of the United States.
- Learn states and capitals of the Northeast.

VOCABULARY: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont**SPIRITUAL APPLICATIONS:**

Genesis 1:31 – At the end of Creation, God saw all that He had made was “very good.” Make a list of amazing things God made that you might see in the Northeast.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 123-127

Unit 3 – Unit Opener Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Niagara Falls* (3:31)
 Learn360 video segment – *Hershey Bars and Kisses* (2:45)
 Learn360: *Discovers and American* video series – has a video for each state
 BrainPop video – *Statue of Liberty* (4:41)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 154 – to be continued): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students). *Rubric is on page 154W.* An alternate activity might be to plan a bike trip as described on p. 154.
2. Begin the “Foldables” activity on p. 123 (continue throughout the content on the Northeast).
3. Discuss the different information you are able to find from the maps on presentation slides 11 and 19 from the Unit Opener. What kinds of maps are these?
4. Create a travel brochure about the Northeast.
5. Make cards with names of states and capitals of the Northeast. Play a memory match game with the cards.

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The Geography of the Northeast

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.
- SS.K-4.PPE.6** Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live.

OBJECTIVES:

- Identify significant mountains and waters of the Northeast.
- Understand the importance of the resources of the Northeast.
- Describe the climate of the Northeast.

VOCABULARY: glacier, bay, fuel, fall line, tourist, small-scale map, large-scale map

SPIRITUAL APPLICATIONS:

Genesis 1:1 – All of the natural resources that people use in the Northeast are a result of God’s creation. See how many examples of wildlife and plant life native to the Northeast you can name.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 128-135

Unit 3 –Lesson 1 Digital Plans and Presentations
Leveled Reader – *Acadia National Park*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *New England Region: North American GeoQuest* (22:57)

Note: Contains only some of the states covered in the textbook for this region; mentions the Ice Age.

Learn360 video – *Maple Syrup* (4:18)

Learn360 video segment – *The Appalachian Mountain System* (2:14)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students).
2. Write a descriptive paragraph about the geography of the Northeast. See how many adjectives you can use.
3. Find a beautiful fall colors picture of the Northeast. Create your own fall colors masterpiece with paint, chalk, crayons, or markers. Why is the Northeast known for its fall colors?

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The Economy of the Northeast

PACING: 4 Days

STANDARDS:

- SS.K-4.C.5** Explain how culture may change in response to changing needs and concerns.
- SS.K-4.PDC.4** Investigate what people and communities gain and give up when they make a decision.
- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems.

OBJECTIVES:

- Understand that the Northeast's natural resources provide a living for many people.
- Describe how the manufacturing industry got its start.
- Recognize that many people in the Northeast work in service jobs.
- Discuss how the economy of the Northeast has changed.

VOCABULARY: industry, service, urban, suburban, megalopolis

SPIRITUAL APPLICATIONS:

Genesis 47:27 - "Now the Israelites settled in Egypt in the region of Goshen. They acquired property there and were fruitful and increased greatly in number." Discuss how the experience of the Israelites is similar to people of the Northeast.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 136-143

Unit 3 -Lesson 2 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Mill Girls* (2:06)

Learn360 video - *Why People in a Community Work* (9:30)

Learn360 video - *The Pennsylvania State House: Independence Hall* (0:55)

BrainPop Jr. video - *Community Helpers* (4:14)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students).
2. Write or tell a story about a day in the Northeast where no people work in service jobs. What things would be different?
3. In small groups, discuss why the Northeast is the smallest region in the United States and yet contains 20% of the population of the United States. Make notes about your discussion.

THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The People of the Northeast

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.3** Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.
- SS.K-4.TCC.7** Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.
- SS.K-4.GC.2** Explain how global connections affect the daily life of individuals and those around them.
- SS.K-4.CIP.2** Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities.

OBJECTIVES:

- Know that Native Americans were the Northeast's first people.
- Discuss immigration and the variety of cultures in the Northeast.

VOCABULARY: culture, diverse

SPIRITUAL APPLICATIONS:

Daniel 1 – Review the Bible story of Daniel and his friends taken to Babylon. What similarities and differences did these Bible characters have with immigrants coming to the United States?

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 3 pp. 144-154

Unit 3 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Henry Bergh and the ASPCA; Our City Gardens*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Watch the Stars Come Out: Reading Rainbow* (27:46)

BrainPop Jr. video – *Iroquois* (5:10)

BrainPop Jr. video – *Ellis Island* (4:50)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students). Rubric is on page 154W.
2. Create a skit about arriving at Ellis Island from a foreign country.
3. Design a poster showing the cultural diversity in the Northeast.
4. Make a bar graph showing immigration data (from TE p. 146).

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: United States Citizens

PACING: 4 Days

STANDARDS:

SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together.

OBJECTIVES:

- Understand what it means to be a citizen of a country.
- Identify the two ways to become a United States citizen.

VOCABULARY: citizen, naturalization

SPIRITUAL APPLICATIONS:

Luke 18:15-17 – Compare and contrast becoming a citizen of the United States with becoming part of the Kingdom of God.

McGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 90-101

Unit 4 – Unit Opener and Lesson 1
Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Citizenship* (3:55)
Learn360 video segment – *Naturalization* (1:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 127 – to be continued): Make a mobile to show what you learned about American citizens and government. Rubric is on page 127W.
2. List possible reasons people move to the United States and become naturalized citizens.
3. Create a poem or song about citizenship.
4. If possible, interview a person who came to this country and became a citizen by going through the naturalization process.
5. Using a T-chart, list the names of countries and what the citizens of that country are called (i.e., Italy – Italians, Germany – Germans).

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Rights and Responsibilities

PACING: 3 Days

STANDARDS:

- SS.K-4.CIP.1** Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together.
- SS.K-4.CIP.6** Discuss the importance of religious freedom throughout the world.

OBJECTIVES:

- Restate the guaranteed rights of citizenship.
- Recognize how to be a responsible citizen and why that is important.

VOCABULARY: rights, responsible, recycle, volunteer

SPIRITUAL APPLICATIONS:

Discuss religious freedom and the Seventh-day Adventist Church's religious liberty efforts. Discuss a current situation where religious liberty is being denied and/or protected.

www.religiousliberty.info

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 102-107

Unit 4 - Lesson 2 Digital Plans and Presentations

Leveled Reader - *People Help People: After Hurricane Katrina* (TE 24, 25)

Video - *How We Elect a President* (16:07)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video - *Rights and Responsibilities* (3:37)

BrainPop video - *Bill of Rights* (4:52)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. Participate in a community service project such as recycling, picking up litter, or volunteering for a different worthwhile project.
3. List the characteristics of a responsible citizen and then role play the application of each characteristic.
4. Write thank you notes to individuals who volunteer in the community, school, or church.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Citizens Create Change

PACING: 3 Days

STANDARDS:

- SS.K-4.IDI.6** Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems.
- SS.K-4.CIP.3** Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.
- SS.K-4.CIP.4** Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories.

OBJECTIVES:

- Discuss how citizens create change.
- Recognize key citizens of the past and their contributions.

VOCABULARY: veteran, equal rights, fair, unfair

SPIRITUAL APPLICATIONS:

In small groups, students choose a Bible character who was a good citizen and created change. Prepare a skit or charade to act out the story.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 108-113

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *George Washington*

Carver: Plant Doctor (TE 26, 27)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *George Washington* (6:40)
BrainPop Jr. video – *Susan B. Anthony* (4:20)
BrainPop Jr. video – *Martin Luther King, Jr.* (6:05)
BrainPop Jr. video – *Rosa Parks* (5:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. Research a citizen from the past who has helped create change. Have a day to “dress up” like the citizen and share information about the citizen and their accomplishments with your classmates.
3. Create a concept map about one or more people from this lesson. Then tell why that person’s contribution was important.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: Rules and Laws

PACING: 3 Days

STANDARDS:

- SS.K-4.PAG.1** Justify how rules and laws can serve to support order and protect individual rights.
- SS.K-4.PAG.4** Give examples of people who have the authority to make and enforce rules.
- SS.K-4.PAG.6** Show how the Ten Commandments relate to governmental laws.

OBJECTIVES:

- State the importance of rules and laws.
- Describe the purpose of the U.S. Constitution.
- Examine who has authority to make and enforce rules and laws.

VOCABULARY: government, Constitution, structure, function

SPIRITUAL APPLICATIONS:

1 John 5:3 – Review and discuss God’s law – the Ten Commandments. How are our rules and laws today based on the Ten Commandments?

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 4 pp. 114-119

Unit 4 – Lesson 4 Digital Plans and Presentations
Leveled Reader – *Carl B. Stokes* (TE 28, 29)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Local and State Government* (4:24)
BrainPop video – *Constitution* (3:53)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.
2. In your own words, write a paragraph telling why rules and laws are important.
3. Pick a rule from home or school. Write a story showing what might happen if that rule didn’t exist.
4. Play the “Sortify: U.S. Constitution” game on BrainPop.

FOURTH QUARTER · CYCLE 1, LOWER

TOPIC: American Symbols

PACING: 3 Days

STANDARDS:

SS.K-4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.

OBJECTIVES:

- Explain what symbols are and how they help us.
- Identify American symbols.

VOCABULARY: symbol, represent

CYCLE 1, UPPER

SoSmart Chart: Cycle 1, Upper

CYCLE 1	Grades 5-8	Suggested Pacing
FIRST QUARTER	What Does a Historian Do? Geography, Economics, and Citizenship Early Humans and the Agricultural Revolution Mesopotamia	4 days 5 days 3 days 4 days
SECOND QUARTER	Ancient Egypt and Kish The Israelites The Ancient Greeks	5 days 6 days 5 days
THIRD QUARTER	Greek Civilization Ancient India Early China	6 days 5 days 5 days
FOURTH QUARTER	Rome: Republic to Empire Roman Civilization The Rise of Christianity	6 days 5 days 5 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: What Does a Historian Do?

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.1** Examine how the study of the past provides a representation of the history of communities, nations, and the world.
- SS.5-8.TCC.3** Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.
- SS.5-8.TCC.4** Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
- SS.5-8.IDI.10** Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.
- SS.5-8.STS.4** Give evidence of how our lives today are media and technology dependent.

OBJECTIVES:

- Understand why people study history.
- Categorize by primary or secondary source and understand what makes a source reliable.
- Distinguish between fact and opinion and recognize bias.

VOCABULARY: era, archaeology, artifact, paleontology, fossils, anthropology, species, evidence, primary source, secondary source, bias, conclusion, credentials, plagiarize

SPIRITUAL APPLICATIONS:

Education by Ellen G. White, Chapter 19. In this chapter of the book, Education, Mrs. White talks about the Bible being the greatest history source and the importance of “viewing the things of time in the light of eternity, we may put them to their truest and noblest use.”

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 1 - pp. 1-24

Chapter 1 Digital Lessons Plans and Presentations

Video - *Great Reasons to Study History* (32:13)

Video - *Uncovering the Past* (4:22)

Video - *Internet Researching Techniques* (17:45)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video - *Fact and Opinion* (4:29)

BrainPop video - *Online Resources* (4:33)

BrainPop video - *Plagiarism* (5:13)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a poster illustrating reasons for studying history.
2. Compare and contrast different calendars (i.e., Julian, Gregorian, Jewish).
3. List examples of narrow and broad research subjects. Which will be the focus of our studies this year?
4. Write two paragraphs about the same topic. In one paragraph write with bias and in one without bias. Compare your paragraphs with a classmate to see if they can identify the biased paragraph.
5. As a class, make a time capsule with items you currently use. What would someone in 100 years be able to tell about your life after looking at the items?

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: Geography, Economics, and Citizenship

PACING: 5 Days

STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.2** Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- SS.5-8.IGI.12** Participate in age appropriate outreach and service projects.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services..
- SS.5-8.CIP.6** Identify the origins and function of major institutions and practices developed to support democratic ideals and practices.

OBJECTIVES:

- Apply understanding of geography to the interpretation of maps and its relationship with history.
- Identify basic economic systems and the role of trade in world history.
- Summarize important facts about the rights, duties, and responsibilities of United States citizens.

VOCABULARY: hemisphere, latitude, longitude, projections, physical maps, political maps, choropleth, culture, capital, scarcity, globalization, representative government

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: Early Humans and the Agricultural Revolution

PACING: 3 Days

STANDARDS:

- SS.5-8.IDI.3** Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception.
- SS.5-8.IDI.5** Recognize the role of useful work in personal development and maintaining self-worth.
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.1** Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks.

OBJECTIVES:

- Discuss the trial-and-error method of solving problems.
- Identify the benefits of systematic agriculture.

VOCABULARY: nomads, technology, systematic agriculture, domesticate, specialization, monarchy

SPIRITUAL APPLICATIONS:

Genesis 2:15 and Genesis 3:17-19 – In the Garden of Eden, God intended “work” to be part of man’s activities. How did the work required to grow food change after sin?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 3 – pp. 51-72

Chapter 3 Digital Lessons Plans and Presentations

Note: Much of this chapter will contain information contrary to the Biblical account of early history.

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Agriculture: Video Vocab* (3:02)
Note: Only a brief reference to 10-12,000 years ago.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. While having a Biblical view of early history contradicts some of the information in this chapter, list ways that the Biblical account supports the concepts discussed:
 - a. Nomads
 - b. Systematic agriculture
 - c. Domesticate
 - d. Specialization
 - e. Monarchy
2. Discuss the meaning of “technology.” Choose a current tool or method of accomplishing a task. Make a time line to show how that “technology” has been improved and advanced to its current level.
3. Choose a crop that is grown in a region of the world. After researching that crop, create and present digitally (PowerPoint) the information to your classmates.
4. Discuss the concept of “useful work.” Write an essay detailing how “useful” work benefits the individual and the community.

FIRST QUARTER · CYCLE 1, UPPER

TOPIC: Mesopotamia

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.14** Study the prophetic outlines of Daniel and the Revelation.
- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involves the study of the relationship between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.

OBJECTIVES:

- Explain how floods benefited the farmers of Mesopotamia.
- Analyze why the Sumerians invented a writing system and why scribes were important in Sumerian society.
- Discuss Hammurabi's Code.
- Compare and contrast the Sumerian, Assyrian, and Chaldean empires.

VOCABULARY: silt, irrigation, Fertile Crescent, surplus, city-states, polytheism, ziggurat, cuneiform, scribes, empire, caravan, astronomer

SPIRITUAL APPLICATIONS:

Daniel 2 – Review and explain Nebuchadnezzar's dream and the interpretation of it. Invite the pastor to make a presentation on the fulfillment of this prophecy.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 4 – pp. 73-96

Chapter 4 Digital Lessons Plans and Presentations

Video – *Mesopotamia: An Overview (3:11)*

NOTE: Brief reference to 9,000 years ago.

Video – *Persepolis: Landmarks (5:00)*

ADDITIONAL RESOURCES / CONNECTIONS:

Hope Channel video – <https://www.hopechannel.com/watch/babylon-in-bible-prophecy> (7:05)

Learn360 video segments – *Mesopotamia* (0:56) and *Tigris and Euphrates* (1:28)

BrainPop video – *The Sumerians* (4:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Make a T-chart listing peoples and places mentioned in Chapter 4. In the second column, write references from the Bible that refer to these peoples or places.
2. Summarize the connections between the presence of rivers and the development of civilizations. Research the rivers located in the Garden of Eden named in Genesis 2:10-14 – the Pishon, Gihon, Tigris, and Euphrates rivers – and include in your summary.
3. Compare and contrast the Sumerian, Assyrian, and Chaldean empires.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: Ancient Egypt and Kush

PACING: 5 Days

STANDARDS:

- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.PPE.8** Discuss human modifications of the environment.
- SS.5-8.IDI.4** Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

OBJECTIVES:

- Analyze how the Nile River affected Egyptian life.
- Explain a pharaoh's responsibilities and contribution to the rise and fall of the Egyptian empire.
- Identify how Nubia and Kush were influenced by Egyptian culture.

VOCABULARY: cataracts, delta, shadoof, papyrus, hieroglyphics, dynasty, pharaoh, pyramid, incense, envoy, savanna, textile

SPIRITUAL APPLICATIONS:

Exodus 12:40, 41 – Read and review the Exodus of the Israelites from Egypt. Why did the Israelites need instruction about God's way? How had the Egyptian culture influenced them after 430 years?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 5 – pp. 97-136

Chapter 5 Digital Lessons Plans and Presentations

Video – *The Nile River* (5:01)

Video – *Life in Ancient Egypt: Agriculture and Crafts* (4:07)

Video – *Ancient Egypt* (8:09)

Video – *Kingdom of Axum* (3:06)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *King Tut: Flashbacks* (5:07)

Learn360 video – *Egyptian Treasures (Egypt): World of Wonders* (11:03)

Learn360 video – *Pyramids* (4:49)

BrainPop video – *Egyptian Pharaohs* (4:12)

BrainPop video – *Mummies* (3:10)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. List all the times you use water during a day. As a class, combine all the examples into one list. Discuss whether it would be feasible to use water for all these purposes if you lived in a desert environment.
2. Write a paragraph describing what it would be like to see the pyramids in person. Use information you have learned. Include descriptive words and phrases.
3. Using satellite images (like Google Earth), compare and contrast the Nile River region with the area around a river near you.
4. Create a map illustrating the expansion of Ancient Egypt. Write a summary paragraph to accompany your map explaining the expansion.
5. Compare and contrast a savanna with a desert. Locate an example of each and draw a two-part picture illustrating both environments.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: The Israelites

PACING: 6 Days

STANDARDS:

- SS.5-8.C.5** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PAG.2** Compare the constitution of a country to the Ten Commandments.

OBJECTIVES:

- Analyze how geography contributes to settlement in Southwest Asia/Canaan.
- Demonstrate understanding of Jewish culture.
- Identify the role of scribes in spreading ideas.
- Understand the connection between historical events and religious holidays.
- Differentiate four different Jewish groups under Roman rule.

VOCABULARY: monotheism, tribe, Exodus, covenant, Torah, commandment, alphabet, psalm, proverb, exile, synagogue, Sabbath, scroll, kosher, Diaspora, rabbi

SPIRITUAL APPLICATIONS:

Genesis 15 – After reviewing the covenant God made with Abraham, discuss the accuracy of the Bible with the secular historical record.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 6 – pp. 137-170

Chapter 6 Digital Lessons Plans and Presentations

Video – *The Middle East: A Region of Contrasts* (3:25)

Video – *Temple Mount: Landmarks* (4:59)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Judaism: The Promised Land* (24:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a short essay comparing the Ten Commandments to the constitution of a country.
2. Participate in a skit which summarizes the events leading up to the Exodus.
3. Using a T-chart or two-column chart, list ways in which both David and Solomon were great kings.
4. Even though Ruth was not Jewish by birth, write an opinion essay suggesting reasons Ruth became a role model for Jewish girls.
5. After completing research, develop a four-column chart listing characteristics and beliefs of four Jewish groups: Pharisees, Sadducees, Essenes, and Zealots.
6. Discuss why the location of the Dead Sea Scrolls might be considered the most significant modern archeological discovery.

SECOND QUARTER · CYCLE 1, UPPER

TOPIC: The Ancient Greeks

PACING: 5 Days

STANDARDS:

- SS.5-8.C.10** Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.9** Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Explain how geography affected the settlement of Greece.
- Identify similarities and differences between the rights and responsibilities of ancient Greek citizens and U.S. citizens today.
- Describe the characteristics of tyranny, oligarchy, and democracy.
- Identify the location of the Persian Empire and how the Greeks won the Persian Wars.
- Identify characteristics of life in Athens

VOCABULARY: peninsula, polis, agora, phalanx, tyrant, tyranny, oligarchy, helot, ephor, satrapy, satrap, Zoroastrianism, philosopher, direct democracy, representative democracy

SPIRITUAL APPLICATIONS:

Mark 2:28-34 - Jesus discusses the “greatest” commandment. In contrast to many other cultures, the Israelites (and Christians today) believe God is the one and only. Additionally, loving God with “with all your heart and with all your soul and with all your mind and with all your strength” is more important than religious rituals.

MCGRAW-HILL RESOURCES:

A History of the World
Chapter 7 - pp. 171-208
Chapter 7 Digital Lessons Plans and Presentations
Video - Athens (9:11)
Video - The Early Olympics (7:51)
Video - Coinage and Democracy in Greece (6:03)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - Exploring Ancient Greece: Land and People (20:01)
 Learn360 video segment - Great Empires of the Past: Ancient Greece (2:34)
 BrainPop video - Athens (2:39)
 BrainPop video - Democracy (3:52)
 BrainPop video - Olympics (4:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete a Venn diagram which compares and contrasts Athens and Sparta. Include information about education, government, and society in each city-state.
2. Write a narrative which describes life in Athens for men, women, and children. Use specific details to show that in this “democracy” people at different levels of society had different rights and privileges.
3. With your classmates, create a bulletin board which illustrates the role geography played in developing the concept of city-states and Greek citizenship.
4. Write a speech that a messenger from Marathon might have given before his death.
5. Conduct a panel discussion sharing your opinions on the advantages or disadvantages of direct democracy and representative democracy.

THIRD QUARTER · CYCLE 1, UPPER

TOPIC: Greek Civilization

PACING: 6 Days

STANDARDS:

- SS.5-8.C.3** Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.TCC.5** Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
- SS.5-8. TCC.6** Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8. TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.

OBJECTIVES:

- Compare ancient and modern Greek beliefs.
- Describe ancient Greek philosophical ideas.
- Categorize Alexander's leadership qualities and military achievements.
- Identify contributions from the Hellenistic Era.

VOCABULARY: myth, ritual, fable, oral tradition, drama, tragedy, comedy, rhetoric, Socratic method, Hippocratic Oath, cavalry, Hellenistic Era, circumference, plane geometry, solid geometry

SPIRITUAL APPLICATIONS:

Matthew 13:34, 35 – Discuss why Jesus taught in parables. Discuss the similarities and differences between parables and fables.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 8 – pp. 209-244

Chapter 8 Digital Lessons Plans and Presentations

Video – *Gods and Heroes* (8:26)

Video – *Building Alexander the Great's Empire* (7:36)

Video – *Alexander the Great's Empire* (3:29)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Plato: Famous People, Incredible Lives* (7:26)

Learn360 video segment – *Alexander the Great* (5:20)

BrainPop video – *Homer* (4:04)

BrainPop video – *Geometry* (3:55)

BrainPop video – *Architecture* (3:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. In small groups, create models of Greek-styled buildings to illustrate what you have learned about Greek architecture.
2. After studying Greek philosophical ideas, write an opinion essay highlighting your agreement and/or disagreement with these ideas.
3. Create a time line showing the conquests of Alexander the Great.
4. Write a news article about a new experiment/discovery during the Hellenistic Age.
5. Using electronic software, create a web graphic organizer showing the division of Alexander the Great's empire after his death.
6. Write a brief epic or fable in the style of Homer or Aesop.
7. Investigate the Hippocratic Oath and discuss evidences of it in the medical profession today.

THIRD QUARTER · CYCLE 1, UPPER

TOPIC: Ancient India

PACING: 5 Days

STANDARDS:

- SS.5-8.C.5** Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.1** Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Describe early civilizations in India.
- Discuss concepts of Hinduism and Buddhism.
- Compare and contrast ancient Indian rule with modern-day government.
- Form opinions and make observations about ancient Indian culture.

VOCABULARY: subcontinent, monsoon, language family, raja, Sanskrit, caste, guru, Hinduism, Brahman, reincarnation, karma, dharma, Buddhism, nirvana, Jainism, stupa, pilgrim

SPIRITUAL APPLICATIONS:

John 11:25, 26 and 1 Corinthians 15:52 – Review the story of Lazarus’ resurrection. Compare the Biblical doctrine of death and resurrection of Seventh-day Adventists with the belief of reincarnation. What Seventh-day Adventist beliefs are similar or different from Hinduism and Buddhism?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 9 – pp. 245-274

Chapter 9 Digital Lessons Plans and Presentations

Video – *Timelines of Ancient Civilizations: India – Indus River to Buddhism* (16:25)

Video – *India’s History from the Hindus to the Buddhists* (10:01)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *India – Alexander the Great to Modern Day – Part 2: Timelines of the Ancient Civilizations* (22:39)

Learn360 video – *Faith and Belief: Five Major Religions* (20:22)

Learn360 video – *Indian Subcontinent* (3:27)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a poster illustrating the effects of seasonal monsoons on India.
2. Make a map illustrating the development of early civilizations near a great river system.
3. In a few paragraphs, summarize the importance and use of the concept of zero. What if there were no zero?
4. List achievements in mathematics, science, and medicine made by people of India.
5. With classmates, create a skit highlighting the caste system (or varnas) of ancient Indian. Speculate as to why the caste system is no longer used.
6. Discuss what role religion has played in past civilizations and currently. Do you think religion is more or less important now than in the past?

THIRD QUARTER · CYCLE 1, UPPER

TOPIC: Early China

PACING: 5 Days

STANDARDS:

- SS.5-8.C.6** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.
- SS.5-8.CIP.4** Examine the common good and the rule of law.

OBJECTIVES:

- Compare and contrast Huang He Valley civilizations with other river valley civilizations studied.
- Explain the role of geography in the development of Chinese civilization and in its isolation.
- Discuss Confucianism, Daoism, and legalism.
- Apply the concepts of monopoly and competition to the economics of trade along the Silk Road.
- Discuss how increased trade benefits civilization.

VOCABULARY: warlord, aristocrat, ancestor, pictograph, ideograph, bureaucracy, hereditary, Confucianism, Daoism, legalism, filial piety, civil service, acupuncture

SPIRITUAL APPLICATIONS:

Discuss what makes many of Solomon's proverbs easy to understand and remember. Compare and contrast Solomon's proverbs with quotes from Confucius. While both men were considered wise, what is the essential difference between the two men's sayings?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 10 – pp. 275-302

Chapter 10 Digital Lessons Plans and Presentations

Video – *The Chinese Landscape* (5:22)

Video – *Chinese History from Peking Man* (6:31)

Note: Reference to millions of years and prehistoric man.

Video – *Chinese History from 1st Emperor* (9:45)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *China's Great Wall: Landmarks* (5:01)

Learn360 video segment – *The Silk Road* (4:01)

BrainPop video – *Silk Road* (4:53)

BrainPop video – *Great Wall of China* (2:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a chart that describes the lives of the four levels of Chinese society (aristocrats, farmers, artisans, and merchants).
2. Brainstorm questions that archaeologists may ask when discovering ancient civilizations.
3. Using a three-circle Venn diagram, compare and contrast the philosophies of Confucianism, Daoism, and legalism.
4. Write a letter to the emperor persuading him to make education accessible to all citizens.
5. Discuss the concept of "filial piety." Then list ways that this ideal is exhibited today.
6. Research one of the four dynasties discussed in this chapter (Shang, Zhou, Qin, or Han). Prepare a visual presentation (PowerPoint or other) to share with the class.
7. Design a brochure to inform about the physical geography of China.

FOURTH QUARTER · CYCLE 1, UPPER

TOPIC: Rome: Republic to Empire

PACING: 6 Days

STANDARDS:

- SS.5-8.TCC.2** Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and second sources, and cause and effect.
- SS.5-8.PPE.2** Scrutinize the effects of sin on the environment.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.CIP.1** Discuss how the theme of civic ideals, and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP.3** Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.

OBJECTIVES:

- Explain how geographic features contributed to the settlement and growth of Rome.
- Analyze how the policies of the Roman conquerors led to an increase in power.
- Discuss the perspective of the Roman social classes.
- Identify the causes of the Roman Republic's decline.
- Identify the events and people that led to the establishment of the Roman Empire.

VOCABULARY: republic, legions, patrician, plebian, consul, veto, praetor, tribune, dictator, civic duty, latifundia, triumvirate, Pax Romana, proconsul

SPIRITUAL APPLICATIONS:

Ephesians 6:10-17 – Read the description of the armor of God. Discuss similarities in the armor of the Roman soldier.

Discuss the effects of sin on the environment (disasters like Pompeii).

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 11 – pp. 303-336

Chapter 11 Digital Lessons Plans and Presentations

Video – *Life in Ancient Rome* (5:29)

Video – *The Roman Empire: Cultural Contribution* (2:48)

Video – *Bread and Circuses* (8:15)

Video – *The Roman World* (6:58)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Ancient Rome: The Rise of Apartments* (45:38)

Learn360 video – *Italy: History and Culture* (3:44)

BrainPop video – *Roman Republic* (3:23)

BrainPop video – *Rise of the Roman Empire* (3:20)

BrainPop video – *Pax Romana* (2:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Using a talk-show interview format, interview “guests” from Ancient Rome.
2. Make an outline of a lesson from this chapter. Use the larger red headings as the first level and the smaller red headings as the second level. Find supporting details to make third and fourth levels of the outline.
3. Work in small groups to debate the pros and cons of a republic as a form of government.
4. Role-play a gathering of plebeians and patricians at the Forum.
5. Research Hannibal’s elephants and their journey from northern Africa to Italy. Write a journal with several entries describing their experiences.
6. Write an opinion essay about the policy of “bread and circuses.”
7. Discuss disasters and their effect on both ancient Rome and present-day United States.

FOURTH QUARTER · CYCLE 1, UPPER

TOPIC: Roman Civilization

PACING: 5 Days

STANDARDS:

- SS.5-8.C.8** Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions.
- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.

OBJECTIVES:

- Describe what life was like in Rome.
- Analyze how the Greeks influenced the Romans.
- Identify Rome's contributions to our society today.
- Analyze how the economy influenced the fall of the Roman Empire.
- Identify the cultural influences that shaped the Byzantines.

VOCABULARY: gladiators, anatomy, vault, satire, ode, reform, mosaic

SPIRITUAL APPLICATIONS:

John 11:46-48 – After Jesus raised Lazarus from the dead, the Pharisees express their fear of the Romans. Discuss why the Jews feared the Romans and were looking for the Messiah to save them from the Romans.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 12 – pp. 337-368

Chapter 12 Digital Lessons Plans and Presentations

Video – *The Geography of Italy* (6:16)

Video – *The Coliseum* (5:00)

Video – *Constantinople to Istanbul* (7:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Roman Empire* (2:24)

Learn360 video segment – *Arches of Ancient Rome* (5:16)

Learn360 video segment –
Justinian and the Byzantines (11:25)

BrainPop video – *Fall of the Roman Empire* (4:23)

BrainPop video – *Bridges* (4:12)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. As part of a class project, create museum exhibits that display information about an aspect of Roman culture.
2. Draw or paint a picture that illustrates a Roman style of art or architecture.
3. Write diary entries or letters from the perspective of an ancient Roman.
4. Research one of the engineering advances of ancient Rome (i.e., aqueducts, the arch, road system). Prepare a brochure or poster which illustrates how the Romans were able to accomplish the engineering feat.
5. List beliefs of the U.S. legal system that come from Roman ideas.
6. Develop a tourist brochure for Rome or Constantinople.
7. Write a summary stating reasons for the fall of the Roman Empire.

FOURTH QUARTER · CYCLE 1, UPPER

TOPIC: The Rise of Christianity

PACING: 5 Days

STANDARDS:

- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.C.11** Identify the influence of Seventh-day Adventist heritage on culture.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.STS.14** Design a project using technology to serve the church and community.
- SS.5-8.GC.8** Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

OBJECTIVES:

- Summarize the life of Jesus and basic Christian beliefs.
- Identify the role played by the apostles in the growth of Christianity.
- Discuss the geographic theme of movement and its importance to spreading Christianity.
- Analyze how, despite persecution, Christianity continued to flourish.

VOCABULARY: parable, resurrection, apostles, salvation, martyr, hierarchy, clergy, laity, doctrine, pope, icons, excommunicate, schism, monastery

SPIRITUAL APPLICATIONS:

Jesus' Parables – Review the way Jesus taught using parables. Have students each prepare a morning worship about one of Jesus' parables.

Discuss how the culture of a family may be different in a Seventh-day Adventist home than other Christian homes.

MCGRAW-HILL RESOURCES:

A History of the World
Chapter 13 – pp. 369-394
 Chapter 13 Digital Lessons Plans and Presentations
 Video – *St. Peter's Tomb* (7:41)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Christianity* (2:33)
 Learn360 video segment – *Spread of Christianity* (9:23)
 BrainPop video – *Religions* (7:03)

The following are Seventh-day Adventist websites with mission information:
<https://am.adventistmission.org/videos>
<http://afmonline.org/>

Books about Seventh-day Adventist missionaries already in your school or church library

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Conduct research about the apostles and the spread of Christianity. Prepare a multimedia presentation to share with your local church.
2. Choose three Christian religions to compare and contrast using a three-circle Venn diagram.
3. Discuss why conflict exists between religious groups.
4. Make a bulletin board illustrating how the Seventh-day Adventist church has influenced culture.
5. Create a brochure about mission work in which Seventh-day Adventists are currently participating. Share it with someone in your church or community.
6. Write an opinion essay describing ideas on getting along with others whose religious beliefs are different from yours.
7. Summarize the 28 fundamental doctrines of the Seventh-day Adventist church in your own words.

CYCLE 2, LOWER

SoSmart Chart: Cycle 2, Lower

CYCLE 2	Grades 1-4	Suggested Pacing		
FIRST QUARTER	Our National Story Our National Story The First Americans Three Worlds Meet A Nation Is Born The Nation Grows War and Changes A Changing World A Modern World	2 days 2 days 2 days 3 days 2 days 2 days 2 days 2 days		
	The Southeast Southeast Region The Geography of the Southeast The Economy of the Southeast The People of the Southeast	4 days 4 days 4 days 4 days		
		Where We Live Map Elements Maps and Globes Where We Live	2 days 2 days 2 days	
			A Land of Immigrants Colonial America Coming to America Sharing Culture	4 days 3 days 3 days
				Native Americans Native Americans of the Southeast Native Americans of the Northeast Native Americans of the Plains Native Americans of the Southwest Native Americans of the Northwest Changing Communities

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: Our National Story

PACING: 2 Days

STANDARDS:

SS.K-4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.

OBJECTIVES:

- Introduction to the story of the United States.
- Represent historical events on a time line.

VOCABULARY: history, time line

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: The First Americans

PACING: 2 Days

STANDARDS:

- SS.K-4.C.7** Recall how peoples from different cultures develop different values and ways of interpreting experience.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.

OBJECTIVES:

- Explain how the people of the Eastern Woodlands survived.
- Identify the ways in which the Plains and Pueblo people differed.
- Recognize the ways in which Native Americans of the West adapted to their surroundings.

VOCABULARY: prehistory, artifact, resource

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: Three Worlds Meet

PACING: 2 Days

STANDARDS:

- SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.
- SS.K-4.GC.2** Explain how global connections affect the daily life of individuals and those around them.

OBJECTIVES:

- Describe the exchange and conflicts between Europeans and Native Americans.
- Understand why the Spanish and French came to North America.
- Identify early Dutch and English settlements.

VOCABULARY: mission, Northwest Passage, colony

SPIRITUAL APPLICATIONS:

Romans 8:37-39 - Many Europeans went far from home into unknown situations. Review God's message that we will be "more than conquerors" and that nothing can separate us from Him.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 1 pp. 16-23

Unit 1 - Lesson 2 Digital Plans and Presentations

Leveled Readers - *Pontiac's Rebellion; The Acjachemen People; Powhatan*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Colonial Settlements* (16:52)

Learn360 video - *Pocahontas: Tall Tales and Legends* (15:03)

BrainPop Jr. video - *Thanksgiving* (4:00)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Imagine you were a Spanish explorer, a French fur trader, or an English colonist. Write a one-page letter to a friend or family member describing your recent experiences.
3. Role-play the first Thanksgiving. What does the first Thanksgiving tell you about the way Native Americans and the English got along at first?
4. Discuss what caused most of the fighting among the French, English, and Native Americans.

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: A Nation is Born

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.
- SS.K-4.IDI.1** Discuss how the study of individual development and identity helps us know who we are and how we change.
- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.CIP.4** Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories.

OBJECTIVES:

- Describe the problems that arose between Great Britain and the colonists following the French and Indian War.
- Explain how taxes and protests eventually led to war.
- Describe the outcome of the war and the establishment of the new United States government.

VOCABULARY: tax, revolution, Declaration of Independence, independent

SPIRITUAL APPLICATIONS:

2 Peter 3:13 – The United States of America is a great country, but God has promised something even better – a brand-new earth! Discuss the benefits of living in our country and the benefits of living in God’s new earth.

Discuss how the identity (the way they thought of themselves) of the Americans changed as the Revolutionary War was fought. Review the story of the war in heaven (Revelation 12:7, 9). Whose view changed after this war – God’s or Lucifer’s?

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 1 pp. 24-31

Unit 1 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *The Boston Tea Party;*
A Midnight Ride; Our Founding Fathers

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Beanbody Histories: The American Revolution, Part 1* (15:18)
Note: Narrated by “talking dog.”

Learn360 video – *The Beanbody Histories: The American Revolution, Parts 2 & 3* (21:12)
Note: Narrated by “talking dog.”

Learn360 video – *Jean Fritz: Six Revolutionary War Figures* (15:37)

Learn360 video – *Yankee Doodle Went to Town* (00:52)

BrainPop Jr. video – *George Washington* (6:40)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Find a copy of Benjamin Franklin’s cartoon, “Join, or Die.” Discuss the opinion this cartoon expresses. Draw your own cartoon that expresses an opinion about the American Revolution.
3. Make a time line showing events leading to the American Revolution.
4. Create a PowerPoint presentation about one of the key events or people from this lesson.

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: The Nation Grows

PACING: 2 Days

STANDARDS:

- SS.K-4.IDI.9** Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others.
- SS.K-4.IDI.13** Discuss how people's interactions with their social and physical surroundings influence individual identity and growth.
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

OBJECTIVES:

- Describe how western lands became part of the United States.
- Identify the new methods of travel that were developed in the early 1800s.

VOCABULARY: territory, Louisiana Purchase, expedition, canal, frontier

SPIRITUAL APPLICATIONS:

Philippians 3:21 and 2 Corinthians 3:18 – Just as our nation grew and changed, we can grow and change to be more like Jesus. Discuss what makes us grow to be more like Jesus.

Luke 2:52 – Jesus grew physically, intellectually, emotionally, and spiritually.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 1 pp. 32-39

Unit 1 – Lesson 4 Digital Plans and Presentations

Leveled Readers – *The Life of Daniel Boone; Americans on the Move; Children at Work: On the Frontier; Wagons West*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn 360 video – *The Song of Sacajawea: American Heroes & Legends* (25:26)

Learn360 video – *Pushing Westward Video Quiz* (26:20)

Learn360 video segment – *Robert Fulton* (2:19)

BrainPop Jr. video – *Lewis and Clark Expedition* (6:42)

BrainPop Jr. video – *Transportation* (4:51)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Using a printed outline map of the United States, find the Mississippi River. Color the land east of the Mississippi River one color and the territory of the Louisiana Purchase another color.
3. Conduct the steam power activity described on TE 36. Then discuss steam power and how the invention of the steam engine changed transportation.
4. Write a front-page newspaper article announcing an event or invention of the 1800s (i.e., The Alamo, California Gold Rush, invention of the steam powered railroad).

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: War and Changes

PACING: 2 Days

STANDARDS:

- SS.K-4.TCC.6** Identify the first Seventh-day Adventist missionaries.
- SS.K-4.TCC.9** Trace how the origins of the Seventh-day Adventist church are threaded throughout history.
- SS.K-4.TCC.11** Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.
- SS.K-4.IDI.14** Outline how individual choices are influenced by personal and social factors.
- SS.K-4.GC.7** Discuss and analyze the unique message and mission of the Seventh-day Adventist church.

OBJECTIVES:

- Discuss causes leading to the Civil War.
- Describe the strengths and weaknesses of the North and South during the Civil War.
- Identify challenges facing the United States after the Civil War.
- Study the origins, message, and mission of the Seventh-day Adventist church.

VOCABULARY: Civil War, Emancipation Proclamation, immigrant, invention

SPIRITUAL APPLICATIONS:

Using the following (or other sources), choose stories and information about the origins, message, and mission of the Seventh-day Adventist church to share with students. This information may be used in class, for morning worships, etc.

- <http://www.adventistheritage.org/>
- <http://archives.adventistreview.org/article/1987/archives/issue-2008-1521/back-to-our-future/adventist-history-resources-for-children>
- <https://www.adventist.org/en/information/history/>
- <http://circle.adventist.org/>

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 1 pp. 40-47

Unit 1 - Lesson 5 Digital Plans and Presentations

Leveled Readers – *A Divided Nation; Civil War Days in Indiana; Clara Barton; Harriet Tubman; Military Traditions of the South; Oliver P. Morton the Soldiers' Friend; Thomas Alva Edison*

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Abraham Lincoln* (4:03)
 BrainPop Jr. video – *George Washington Carver* (4:05)
 BrainPop Jr. video – *Harriet Tubman* (3:42)
 BrainPop Jr. video – *Alexander Graham Bell* (4:56)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Compare and contrast the North and the South using a Venn diagram.
3. Prepare a poster about the beginning of the Seventh-day Adventist church or early Adventist missionaries to share with your local church.
4. Write a paragraph describing the challenges facing the United States after the Civil War. Then write a second paragraph telling what the government and people did to find solutions to these challenges.
5. Create a collage that illustrates the types of new inventions available after the Civil War.

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: A Changing World

PACING: 2 Days

STANDARDS:

- SS.K-4.IGI.6** Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.
- SS.K-4.STS.7** Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe.
- SS.K-4.GC.4** Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging.

OBJECTIVES:

- Identify reform efforts of the early 1900s.
- Describe World War I and the struggle for women's suffrage.
- Discuss the New Deal and the reasons that World War II ended the Great Depression.

VOCABULARY: suffrage, dictator, Allies, Axis

SPIRITUAL APPLICATIONS:

Mark 13:5-7 – “Wars and rumors of wars” are signs that must come, Jesus says, before His return. Discuss the frequency of wars in the past. What does that say about the coming of Jesus?

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 1 pp. 48-55

Unit 1 – Lesson 6 Digital Plans and Presentations

Leveled Readers – *Getting Out the Vote; The Seneca Falls Convention; Susan B. Anthony and Elizabeth Cady Stanton: Fighting for Rights; Dorothea Lange; From Gliders to Rockets; Daniel Inouye*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Veterans Day: Holiday Facts and Fun* (13:23)

BrainPop Jr. video – *Susan B. Anthony* (4:20)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation.
2. Choose a famous person from this era. Read a biography about the person and then make a presentation to your class telling what you learned.
3. Discuss how financial institutions, government, and technology had both positive and negative impacts during this era.
4. Suppose you were the President of the United States when Japan bombed Pearl Harbor. Write a speech you might have given to the American people.

FIRST QUARTER · CYCLE 2, LOWER

TOPIC: A Modern World

PACING: 2 Days

STANDARDS:

- SS.K-4.TCC.5** Identify the accomplishments of Seventh-day Adventists in history.
- SS.K-4.GC.3** Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.K-4.GC.7** Evaluate how the pace of global change has quickened in recent times.

OBJECTIVES:

- Identify the background and major conflicts of the Cold War.
- Describe the civil rights movement in the United States.
- Identify the major challenges of the twenty-first century.

VOCABULARY: communism, discrimination, civil rights, terrorism

SPIRITUAL APPLICATIONS:

Consult the current Sabbath School quarterly for the mission emphasis for this quarter. Assist students in finding more information about current missions, such as current projects that NAD Education may be supporting (i.e., do Fast). Research well-known Seventh-day Adventists in modern history (i.e., Dr. Ben Carson, Admiral Barry Black, Desmond Doss).

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 1 pp. 56-64

Unit 1 – Lesson 7 Digital Plans and Presentations

Leveled Readers – *Energy and Our Natural Resources; Sources of Energy; Three American Heroes; Martin Luther King Jr. A Man with a Dream; A Big Day for the Earth*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Stand Up for Freedom: The Civil Rights Movement in America* (17:29)
 Learn360 video – *September 11th: Flashbacks* (4:47)
 Learn360 video segment – *Space Race* (2:26)
 Learn360 video – *Renewable Energies* (3:00)
 Learn 360 video – *The Wall: Reading Rainbow* (27:09)
 BrainPop Jr. video – *Martin Luther King Jr.* (6:05)
 BrainPop Jr. video – *Rosa Parks* (5:37)
 BrainPop video – *Energy Sources* (3:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 64): Write a narrative essay describing events that have shaped our nation. Rubric is on page 64W.
2. Discuss how the Cold War was different from other wars and how it led to the “space race.”
3. Think of an issue or problem at school, home, or town that you believe should be changed. Make protest signs for your cause.
4. Create a model of an alternative energy source: windmills, solar energy, or hydroelectric power plants. Suggested materials include popsicle sticks, paper maché, aluminum foil, and yarn.
5. Make a list of ways the United States tries to keep its citizens safe from terrorism.

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Southeast

PACING: 4 Days

STANDARDS:**SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.**OBJECTIVES:**

- Introduction to the Southeast Region of the United States.
- Learn states and capitals of the Southeast.

VOCABULARY: Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia**SPIRITUAL APPLICATIONS:**

1 Corinthians 2:9 – Tourists look for interesting and pleasant places to visit, but God has prepared something better than any “tourist” attraction this world can offer.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 4 pp. 155-159

Unit 4 – Unit Opener Digital Plans and Presentations

Leveled Reader – *Preserving Unique Places*

Our National Parks

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –
Maryland: Assateague Island (1:23)

Learn360 – *Discovers and American* video series – has a video for each state

BrainPop video – *Everglades* (4:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 186 – to be continued): Write a narrative essay about the geography, economy, and people of the Southeast (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 186W. An alternative activity might be to give a TV news report as described on p. 186.
2. Begin the “Foldables” activity on p. 155 (continue throughout the content on the Southeast).
3. Create a state map and poster (TE 158) or write a travelogue (TE 159) about one state in the Southeast.
4. The Mississippi River runs through the Southeast. Find where the Mississippi River begins and where it empties into the ocean.
5. Make cards with names of states and capitals of the Southeast. Play a memory match game with the cards.

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Geography of the Southeast

PACING: 4 Days

STANDARDS:

- SS.K-4.PPE.5** Describe the Christian's responsibility for the environment.
- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.

OBJECTIVES:

- Explore the coast, hills, mountains, wetlands, rivers, and islands of the Southeast.
- Describe the warm climate and effects of the Gulf of Mexico and the continuing threat of hurricanes.

VOCABULARY: source, mouth, wetlands, peninsula, levee

SPIRITUAL APPLICATIONS:

Read Psalm 24:1 and Genesis 2:15 – The world and all in it belongs to God and at Creation He gave mankind the responsibility to “work it and take care of it.” How can Christians fulfill that responsibility today?

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 160-167

Unit 4 – Lesson 1 Digital Plans and Presentations

Leveled Readers – *The Marsh Monster; Keeping Us Safe*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – Southeast Region:
North American GeoQuest (24:40)

Learn360 video – Mississippi River Region:
North American GeoQuest (24:15)

BrainPop video – *Hurricanes* (4:49)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast.
2. Develop a preparedness plan for a hurricane. What would you need to do? To buy?
3. Research an interesting animal or plant that is native to the Southeast. Prepare a PowerPoint presentation for your class to share what you learned about that plant or animal.
4. Create a postcard showing something unique about the Southeast. Write a note on the back about your postcard picture and share it with a classmate.
5. Find a local example of a levee or some other form of flood control. Plan a visit or research who is responsible for the levee.

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Economy of the Southeast

PACING: 4 Days

STANDARDS:

SS.K-4.PPE.11 Compare and contrast benefits and problems resulting from the discovery and use of resources.

OBJECTIVES:

- Describe products produced by farms in the Southeast.
- Identify renewable and non-renewable resources found in the Southeast.
- Summarize the importance of industries and tourism to the economy of the Southeast.

VOCABULARY: renewable resource, petroleum, refinery, nonrenewable resource

SPIRITUAL APPLICATIONS:

1 Peter 4:10 and Ecclesiastes 9:9, 10 – God has given each a gift to use to serve others. Discuss ways that you can use your gifts to help others, whether it's your job or outreach/community service.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 168-175

Unit 4 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Energy and Our Natural Resources; Henry W. Grady and the “New South;” Growing Goods in a Growing Country*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Cotton* (11:25)
BrainPop Jr. video – *Natural Resources* (5:06)
BrainPop video – *Gas and Oil* (4:02)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast.
2. Make two lists. On one, list all the renewable resources you can and on the other list all the non-renewable resources you can. Which list is longer?
3. Write a script/dialogue between two friends discussing the benefits and the problems of the oil industry.
4. Create a brochure which highlights reasons the Southeast is a popular place to visit.
5. Compare service jobs to volunteer or community service.

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The People of the Southeast

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.8** Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold.
- SS.K-4.CIP.2** Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities.

OBJECTIVES:

- Identify Native American groups who first lived in the Southeast.
- Identify the immigrant groups that settled in the Southeast.
- Trace the progress of the civil rights movement.

VOCABULARY: dialect, segregation

SPIRITUAL APPLICATIONS:

1 Peter 2:16, 17 – Discuss and relate to the civil rights movement Peter’s message about living in freedom, showing respect and love for others, fearing God, and obeying laws.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 176-186

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Explorers of Florida; Florida: Yesterday and Today; The Life of James Oglethorpe; Coretta Scott King; Standing Up by Sitting Down*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Daniel Boone and the American Frontier* (17:00)

Learn360 video segment – *Florida: St. Augustine* (5:08)

Learn360 video segment – *Gullah* (1:41)

BrainPop Jr. video – *Cherokee* (5:04)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast. Rubric is on p. 186W.
2. Write a journal entry describing a march, a sit-in at a lunch counter, or your first day as a black student in a previously all-white school.
3. Find a vegetarian gumbo recipe online. As a group, prepare this popular dish using ingredients from different cultures found in the Southeast.
4. Compare the founding of your town with the founding of St. Augustine, Florida (i.e., dates of founding, reasons the town was founded).
5. Discuss why the African-American population on the Sea Islands were able to preserve the Gullah heritage, culture, and language.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Map Elements

PACING: 2 Days

STANDARDS:

- SS.K-4.PPE.3** Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

OBJECTIVES:

- Identify and use elements of a map.
- Understand that maps use symbols to stand for real things.

VOCABULARY: map, cardinal directions, compass rose, map key, symbol

SPIRITUAL APPLICATIONS:

Exodus 13:21 – Moses and the Israelites had something better than a map to lead them through the desert—God had a pillar of fire and cloud to direct them. How does God lead us today?

McGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 2 pp. 52-63

Unit 2 – Unit Opener and Lesson 1
Digital Plans and Presentations

Video – *Maps Show Our Earth* (9:54)

Leveled Reader – *Let's Use a Map*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Making Maps* (18:26)

Learn360 video – *Here You Are: Mapping Skills* (17:22)

Learn360 video segment –
Map Reading Fundamentals (2:53)

BrainPop Jr. video – *Reading Maps* (5:28)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 77 – to be continued): Create a community map. Rubric is on page 77W.
2. Distribute various maps (city, state, county, theme park, zoo, museum, historical maps). Discuss the characteristics of the maps, including the uses and elements of the maps.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Maps and Globes

PACING: 2 Days

STANDARDS:

SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

SS.K-4.PAG.10 Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

OBJECTIVES:

- Learn how to use maps and globes.
- Identify political and physical maps.

VOCABULARY: political map, physical map, globe

SPIRITUAL APPLICATIONS:

Sing “He’s Got the Whole World in His Hands,” and then discuss what it means for God to “have the whole world” in His hands. Think of Bible stories or current situations that show God has ultimate control.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 2 pp. 64-69

Unit 2 – Lesson 2 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Physical Features* (12:08)

BrainPop Jr. video – *Landforms* (4:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 77):
Create a community map.
2. Locate a political and physical map for your state or local area. Describe a situation in which each map would best provide needed information.
3. Use a globe and a map to locate the same location or information. Using a Venn diagram, compare and contrast the globe and the map.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Where We Live

PACING: 2 Days

STANDARDS:

SS.K-4.PPE.1 Explain that the theme of people, places, and environment involves the study of location, place, and the interactions of people with their surroundings.

OBJECTIVES:

- Describe how location, or where we live, affects our lives.
- Understand that our physical environment includes the land and water around us as well as the weather and seasons.

VOCABULARY: location, physical environment, transportation, weather, seasons

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Colonial America

PACING: 4 Days

STANDARDS:

- SS.K-4.IDI.10** Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.K-4.GC.5** Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections.

OBJECTIVES:

- Understand the concept of colonization.
- Discuss daily life in Colonial America and how it changed over time.

VOCABULARY: colony, colonist, ruled

SPIRITUAL APPLICATIONS:

Exodus 20:8-11 – Review God’s gift of the Sabbath. Discuss how during colonial times life was difficult and required much work, but they took time to celebrate and rest. How does God want us to spend our time today?

McGRAW-HILL RESOURCES:

Who We Are as Americans
Unit 3 pp. 60-73
 Unit 3 – Unit 3 Opener and Lesson 1
 Digital Plans and Presentations
 Leveled Readers – *Children at Work: Colonial Times; Remember Me*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Colonial Settlements* (16:52)
 BrainPop Jr. video – *Thirteen Colonies* (5:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (to be continued – p. 89): Make a poster that shows some of the things that make up your culture. Rubric is on page 89W.
2. Research an American colony. Share what you learned with your class.
3. Create a daily schedule showing what you might be doing through the day if you had been a child in Colonial America. Then write a paragraph describing how your schedule today is different and similar.
4. Prepare a skit with a few classmates illustrating life in the American colonies.
5. Discuss ways colonies differed based on where settlers of that colony lived before coming to America.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Coming to America

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.2** Define key concepts such as: past, present, future, similarity, difference, and change.
- SS.K-4.CIP.6** Discuss the importance of religious freedom throughout the world.
- SS.K-4.GC.4** Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging.

OBJECTIVES:

- Identify reasons immigrants came to the United States.
- Discuss the process of immigration.

VOCABULARY: Statue of Liberty, Ellis Island, escape

SPIRITUAL APPLICATIONS:

Exodus 3:17 – Just as God promised Moses and the Israelites a new land with a better life, the immigrants hoped for a better life in America. Compare and contrast the differences between the Israelites and the immigrants to the United States.

Research Seventh-day Adventist missionaries who were going to foreign lands while immigrants were coming to the United States (i.e., J. N. Andrews, Eric B. Hare).

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 3 pp. 74-79

Unit 3 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Eva’s Journey; Lady Liberty; The Statue of Liberty; A New Home; Communities Across America; Annie Moore: Ellis Island’s First Immigrant* (TE 20, 21)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *The Statue of Liberty* (2:44)

Learn360 video – *Watch the Stars Come Out: Reading Rainbow* (27:46)

BrainPop Jr. video – *Statue of Liberty* (4:41)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 89): Make a poster that shows some of the things that make up your culture.
2. Imagine you are an immigrant arriving in New York Harbor. Write a journal entry telling what you see and feel.
3. Write a list of possessions you would take to a new country on a large brown paper bag (additional instructions on TE 74, 75).
4. Write a poem describing immigration to America (i.e., the process, the reasons for immigration)
5. Write a paragraph telling why you think freedom is important.
6. Discuss whether or not the reasons for immigration to the United States have changed over time.

THIRD QUARTER · CYCLE 2, LOWER

TOPIC: Sharing Culture

PACING: 3 Days

STANDARDS:

- SS.K-4.C.4** Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
- SS.K-4.TCC.7** Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.

OBJECTIVES:

- Describe how culture shapes a community or nation.
- Discuss why the United States has such a diverse culture.
- Identify contributions immigrants have made to the United States.

VOCABULARY: contribution, custom, blend

SPIRITUAL APPLICATIONS:

Genesis 1:27 – While the United States has a diverse culture, we are all similar because God created all of us in His image. What does this mean about the way we treat others who are different from us in some way?

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 3 pp. 80-89

Unit 3 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *The Work They Did: The Immigrant Experience 1880 to 1924; Cuba and the United States* (TE 22, 23)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Long Ago: Exploring Communities* (11:59)

BrainPop Jr. video – *Rural, Suburban, and Urban* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (89): Make a poster that shows some of the things that make up your culture. Rubric is on page 89W.
2. Make a list of things from different cultures that you notice in everyday life. Compare your list with a partner.
3. Write a story about living in one type of community: rural, suburban, or urban. Exchange stories with a partner who choose a different type of community for their story.
4. Have a cultural lunch. Students bring a food that is part of their culture to share with classmates.

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: Native Americans of the Southeast Woodlands

PACING: 3 Days

STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Learn about the culture of Native Americans of the Southeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Southeast Woodlands.

VOCABULARY: region, culture, belief

SPIRITUAL APPLICATIONS:

Proverbs 26:20, 21 – Wood was important to Native Americans for many reasons (i.e., build fires for cooking and warmth). Review these proverbs which compare wood to characteristics of getting along with others.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 2 pp. 26-37

Unit 2 – Unit Opener and Lesson 1
Digital Plans and Presentations

Leveled Readers – *The Story of the Cherokee* (TE 16, 17);
All About Corn

ADDITIONAL RESOURCES / CONNECTIONS:

<http://www.nativeamericanactivities.com/>
(Native American art ideas)

Learn360 video segment –
Oklahoma: Cherokee Heritage Center (3:11)

Learn360 video segment – *Comparing Lives of Native Americans: Introduction* (2:29)

BrainPop Jr. video – *Cherokee* (5:04)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 59 – to be continued): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Make a KWL chart – fill in the “K” and “W” sections now and complete chart later (TE p. 26).
3. Throughout the unit develop a thematic map of the United States. Choose a color to use for each group of Native Americans. Label the map.
4. Discuss how the land affected the daily life of the Native Americans of the Southeast Woodlands region (housing, food, clothing, art, practices, and beliefs).

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: Native Americans of the Northeast Woodlands

PACING: 3 Days

STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Learn about the culture of Native Americans of the Northeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Northeast Woodlands.

VOCABULARY: crop, gather

SPIRITUAL APPLICATIONS:

Psalm 50:10 - "for every animal of the forest is mine, and the cattle on a thousand hills." God has provided all of the natural resources which many different cultures needed.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 2 pp. 38-41

Unit 2 - Lesson 2 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Comparing Lives of Native Americans: Woodland Native Americans* (4:42)

Learn360 video segment - *Native Americans in the Woodlands* (2:16)

Learn360 video segment - *Native Americans of the Woodlands* (3:45)

BrainPop Jr. video - *Iroquois* (5:10)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Research the Legend of the Three Sisters (corn, squash, and beans) on the Internet. Then find a recipe for Three Sisters Stew to make and enjoy together as a class.
3. Make a list of the natural resources available to the Northeast Woodlands Native Americans for use in their daily lives.
4. Illustrate the climate in the Northeast Woodlands by drawing a seasons poster (spring, summer, fall, and winter).

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: Native Americans of the Plains

PACING: 3 Days

STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Learn about the culture of Native Americans of the Plains.
- Identify how the land affected the daily life of Native Americans of the Plains.

VOCABULARY: prairie, herd

SPIRITUAL APPLICATIONS:

Numbers 22:1 – The Native Americans of the Plains, like the Israelites, moved around the plains hoping to find a place to camp near water. Discuss why water was especially important to both groups.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 2 pp. 42-45

Unit 2 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Horses of the Plains*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Lives of Native Americans: The Great Plains Native Americans* (6:09)

Learn360 video segment – *Native Americans on the Plains* (2:15)

Learn360 video segment – *Native Americans of the Great Plains* (3:18)

Learn360 segment – *Bison* (1:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Draw or paint a picture labeled “Land in the Plains Region.”
3. Create a Venn diagram to compare and contrast the Native Americans of the Plains with those previously studied from the Woodlands.
4. Write a story which details how and why the natives of the Plains moved around so often. Illustrate your story.
5. Bison (buffalo) roamed in herds. Research names for other groups of animals (i.e., gaggle of geese, troop of monkeys, a colony of ants).

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: Native Americans of the Southwest

PACING: 3 Days

STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Learn about the culture of Native Americans of the Southwest.
- Identify how the land affected the daily life of Native Americans of the Southwest.

VOCABULARY: desert, level

SPIRITUAL APPLICATIONS:

Exodus 5 – Review the story of the Israelites in Egypt making bricks using materials similar to bricks used by the Pueblo.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 2 pp. 46-49

Unit 2 – Lesson 4 Digital Plans and Presentations

Leveled Reader – *The Navajo*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Lives of Native Americans: Southwest Native Americans* (5:03)

Learn360 video segment – *Native Americans in the Southwest* (1:41)

Learn360 video segment – *Native Americans of the Southwest* (2:25)

Learn360 video segment – *Learn About Pottery Making* (6:05)

BrainPop Jr. video – *Pueblo* (4:58)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. After watching the video about pottery making, create a piece of pottery using modeling clay.
3. Write a paragraph identifying why the housing, clothing, and art of the Native Americans of the Southwest differ from the other regions studied.
4. Find photos of pueblos on the Internet. List similarities and differences between your home and a traditional pueblo dwelling.

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: Native Americans of the Pacific Northwest

PACING: 3 Days

STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Learn about the culture of Native Americans of the Pacific Northwest.
- Identify how the land affected the daily life of Native Americans of the Pacific Northwest.

VOCABULARY: natural resource, material

SPIRITUAL APPLICATIONS:

Matthew 4:18-20 – Fish (salmon) were important to the Native Americans of the Northwest. Discuss what Jesus meant when He called disciples to be “fishers of men.”

McGRAW-HILL RESOURCES:

Who We Are as Americans
Unit 2 pp. 50-53
Unit 2 – Lesson 5 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Lives of Native Americans: Pacific Northwest Native Americans* (4:39)
Learn360 video segment – *Native Americans in the Northwest* (2:26)
Learn360 video segment – *Alaska Department of Fish and Game* (3:15)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.
2. Using the Internet, download a variety of printable totem pole coloring pages for students to color and display.
3. Cedar trees were an important natural resource for almost everything needed for daily life of the Northwest Native Americans. Research this topic and present your findings.
4. Write a paragraph identifying reasons why salmon was the most important food for Native Americans of the Northwest.

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: Changing Communities

PACING: 2 Days

STANDARDS:

- SS.K-4.C.2** Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.C.7** Recall how peoples from different cultures develop different values and ways of interpreting experience.
- SS.K-4.TCC.8** Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold.
- SS.K-4.TCC.10** Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.

OBJECTIVES:

- Identify changes that occurred for both Native Americans and immigrants as settlements grew.

VOCABULARY: immigrant, settlement, force

SPIRITUAL APPLICATIONS:

James 1:17 – Change happens often, but God does not change. We can always count on Him to be with us and to provide our needs.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 2 pp. 54-59

Unit 2 – Lesson 6 Digital Plans and Presentations

Leveled Reader – *The Life of Daniel Boone*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Battle for the Land* (3:08)

BrainPop Jr. video – *Chief Joseph* (5:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region. Rubric is on page 59W.
2. Complete KWL chart started at beginning of unit (TE p. 56).
3. Divide the class into two groups. Have one group of students role-play Native Americans and one group role-play immigrants. Portray the changes that took place for both the Native Americans and the immigrants over time.
4. Using a T-chart, list changes for the Native Americans and immigrants. Were the changes positive or negative?
5. Discuss the difference between making a choice to do something and being forced to do something.

CYCLE 2, UPPER

SoSmart Chart: Cycle 2, Upper

CYCLE 2	Grades 5-8	Suggested Pacing
FIRST QUARTER	What Does a Historian Do? The First Americans Exploring the Americas Colonial America Life in the American Colonies	2 days 3 days 4 days 4 days 4 days
SECOND QUARTER	The Spirit of Independence The American Revolution A More Perfect Union The Constitution	4 days 4 days 4 days 4 days
THIRD QUARTER	The Federalist Era The Jefferson Era American Growth and Expansion The Jackson Era Manifest Destiny	3 days 3 days 4 days 3 days 4 days
FOURTH QUARTER	North and South The Spirit of Reform Toward Civil War The Civil War	4 days 4 days 4 days 5 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Thinking Like a Historian

PACING: 2 Days

STANDARDS:

SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world.

SS.5-8.TCC.3 Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.

OBJECTIVES:

- Describe the role and purpose of the historian.
- Understand why it is important to understand the order in which events occurred.
- Analyze primary and secondary sources.
- Identify the five themes of geography.

VOCABULARY: primary source, secondary source, chronology, geography

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: The First Americans

PACING: 3 Days

STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.3** Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS/5-8.PPE.4** Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts.

OBJECTIVES:

- Discuss the peoples of the Americas who predated the arrival of the Europeans.
- Describe civilizations of early North America.
- Analyze how early Native Americans adapted to their environments.

VOCABULARY: archeology, artifact, strait, nomad, migration, irrigate, clan, federation

SPIRITUAL APPLICATIONS:

Read and discuss Romans 1:20. How can we learn about God from His creation? Compare your beliefs to those of Native Americans on the topic of nature (God’s creation).

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 1 – pp. 1-24

Note: This chapter references “100,000 years ago” and the ice age.

Chapter 1 Digital Lessons Plans and Presentations

Video – *The Incas* (5:07)

Video – *Iroquois Confederacy* (3:26)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –
Comparing Lives of Native Americans (23:38)
Note: reference to ice age and land bridge

Learn360 video – *Native Americans:
History and Culture* (3:02)

BrainPop video – *American Indians* (4:04)

BrainPop video – *Inuit* (5:06)

BrainPop video – *Iroquois Confederacy* (5:10)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Foldable Activities: First Americans (in McGraw-Hill digital resources for this chapter)
2. Choose a native tribe/ people to research. Prepare a visual presentation (i.e., display board, diorama) to share with the class.
3. Work in pairs to outline the accomplishments of each of the major civilizations discussed.
4. Develop a graphic organizer or chart listing the important information (housing, food, culture/traditions) of at least 5 tribes from different regions of the United States.
5. Create an art project in the style of one of the Native American peoples.
6. Plan “Sortify” game on BrainPop – American Indian History.

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Exploring the Americas

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.GC.2** Verify that global factors such as cultural, economic, and political connections are changing the places in which people live.

OBJECTIVES:

- Understand how advances in technology paved the way for European exploration.
- Identify why Europeans explored and colonized the Americas.
- Analyze the positive and negative contributions of the Europeans in the Americas.

VOCABULARY: astrolabe, compass, circumnavigate, cape, immunity, pueblo, Northwest Passage

SPIRITUAL APPLICATIONS:

Hebrews 11:8 – Abraham left his home at God’s calling “even though he did not know where he was going.” Compare and contrast the story of Abraham with the explorers of this era.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 2 – pp. 25-56

Chapter 2 Digital Lessons Plans and Presentations

Video – *Leonardo di Vinci* (1:30)

Video – *Columbus’s Voyage* (4:37)

Video – *Hernando de Soto* (7:09)

Video – *Henry Hudson and the New World* (13:56)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Francisco Vasquez de Coronado: Famous Explorers* (17:31)

Learn360 video – *Henry Hudson: Famous Explorers* (23:01)

Learn360 video segment – *Spanish Armada* (2:39)

BrainPop video – *Christopher Columbus* (6:07)

BrainPop video – *Conquistadors* (4:28)

BrainPop video – *Henry Hudson* (5:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create an illustrated piece of historical fiction for a younger child about an important person or event from this era.
2. Construct a compass (find directions online) and draw conclusions as to how this tool aids in navigation.
3. Write an opinion paper as to whether you think Columbus “discovered” America.
4. Draw a map of the oceans and parts of Europe, Asia, and Africa known at the beginning of the Age of Exploration.
5. Write and perform a skit for your classmates involving the rumors of the “seven cities of gold.”
6. Write a poem about the defeat of the Spanish Armada.

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Colonial America

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.3** Describe concepts such as location, region, place, and migration, as well as human and physical systems.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services.
- SS.5-8.CIP.9** Compare religious freedom in various parts of the world.

OBJECTIVES:

- Identify the reasons colonists migrated to the Americas.
- Analyze the complex relationship between colonists and Native Americans.
- Discuss the challenges that the colonists faced.
- Analyze the contributions of key groups to colonial society.
- Compare and contrast the New England, Middle, and Southern colonies.

VOCABULARY: charter, joint-stock company, headright, burgesses, dissent, patroons, pacifists, indentured servant, constitution, debtors

SPIRITUAL APPLICATIONS:

1 Peter 2:16, 17 – What does Peter mean by “live as God’s slaves?” Discuss what religious freedom means.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 3 – pp. 57-80

Chapter 3 Digital Lessons Plans and Presentations

Video – *Life in Jamestown* (1:53)

Video – *New Jersey* (4:41)

Video – *The Caribbean Connection* (2:58)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Colonial America: From Jamestown to Freedom* (31:17)

Learn360 video – *Colonial Settlements Video Quiz* (21:46)

Learn360 video – *Colonial Days Video Quiz* (32:08)

BrainPop video – *Pocahontas* (4:21)

BrainPop video – *Thirteen Colonies* (5:00)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a position paragraph about the portrayal of Pocahontas.
2. Imagine the effect of being told you must change how you worship. In a small group, develop a skit showing what you and your fellow believers might do.
3. Using a Venn diagram, compare and contrast the settlements at Roanoke and Jamestown.
4. Develop a PowerPoint presentation about one of the original colonies to share in class. Include important people, events, and information about geography and resources of the colony.
5. Write a position statement on the following: Religious persecution was the most important reason driving people to move to America in the 1600s.

FIRST QUARTER · CYCLE 2, UPPER

TOPIC: Life in the American Colonies

PACING: 4 Days

STANDARDS:

- SS.5-8.C.6** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.TCC.2** Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
- SS.5-8.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.

OBJECTIVES:

- Compare the economic diversity of the three regions of the Thirteen Colonies.
- Explain the principles of limited government and representative government.
- Analyze Britain's economic policies and the reactions of the colonists.
- Identify the causes and significant events of the French and Indian War.

VOCABULARY: subsistence farming, cash crop, triangular trade, slave code, representative government, mercantilism, export, import, apprentice, immigration, epidemic, militia, alliance

SPIRITUAL APPLICATIONS:

Psalm 80:18, 19 – The Great Awakening might be described as a time of revival. David wanted revival as noted in these verses. How many other examples of revival, or “awakening” can you find in the Bible?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 4 – pp. 81-108

Chapter 4 Digital Lesson Plans and Presentations

Video – *New York's Early History* (3:35)

Video – *Society, Community, and Justice in the Northern Colonies* (5:54)

Video – *The Great Awakening* (2:49)

Video – *The Proclamation of 1763* (3:43)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Comparing Life in the American Colonies* (2:09)

Learn360 video segment – *Social Class Structure in the Southern Colonies* (4:42)

Learn360 video – *Colonial Days Video Quiz* (32:08)

BrainPop video – *Thirteen Colonies* (5:00)

BrainPop video – *French and Indian War* (4:30)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Plan “Sortify” game on BrainPop – American Revolution.
2. Create a journal from the perspective of one of the figures discussed in Chapter 4.
3. Make a three-column chart listing facts about the three regions of colonies (northern, middle, and southern). Then add facts true about all thirteen colonies below the chart.
4. On a poster, illustrate the concepts of protected rights and representative government.
5. Write a letter to someone describing how the Great Awakening affected the colonies.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: The Spirit of Independence

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.3** Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretative record of the past.
- SS.5-8.TCC.13** Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.
- SS.5-8.CIP.5** Interpret key documents and excerpts from key sources that define and support democratic ideals and practices.

OBJECTIVES:

- Analyze why Britain began to enact harsher trade laws and taxes and the reaction of the colonists.
- Draw conclusions about tensions between the colonists and the British that led up to the Boston Massacre.
- Identify the Founders and recognize their contributions.
- Compare points of view held by Patriots and Loyalists.
- Summarize steps taken that led to the writing of the Declaration of Independence.

VOCABULARY: revenue, writ of assistance, effigies, boycott, repeal, propaganda, committee of correspondence, minuteman, Loyalist, Patriot, petition, preamble

SPIRITUAL APPLICATIONS:

Discuss “freedom of choice” and why God gave it to man. “Without freedom of choice, his obedience would not have been voluntary, but forced. There could have been no development of character. Such a course would have been contrary to God’s plan in dealing with the inhabitants of other worlds. It would have been unworthy of man as an intelligent being, and would have sustained Satan’s charge of God’s arbitrary rule.” Patriarchs and Prophets, p. 49

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 5 - pp. 109-140

Chapter 5 Digital Lessons Plans and Presentations

Video - *British Tyranny in Boston* (4:10)

Video - *The Boston Massacre and Escalating Anger in the Colonies* (3:21)

Video - *Boston Tea Party and the Intolerable Acts* (4:28)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Boston Tea Party* (1:49)

Learn360 video - *Paul Revere: The Midnight Rider* (46:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Memorize, summarize, and recite one or more stanzas from Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride.”
2. Role-play how colonists may have reacted to soldiers invading their homes.
3. Create a picture book (lots of pictures, few words) about the Boston Tea Party. Share your book with a younger student.
4. Write a journal entry from the point of view of a Loyalist or a Patriot.
5. Make a time line of events which led to the writing of the Declaration of Independence.
6. Form two debate teams to argue whether Benedict Arnold should be remembered as a patriot or a traitor.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: The American Revolution

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.IGI.1** Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.CIP.7** Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

OBJECTIVES:

- Compare and contrast the advantages of the British and the Patriots.
- Describe life on the home front during the Revolutionary War.
- Evaluate events and elements of the Revolutionary War.
- Identify what helped the Patriots win independence.

VOCABULARY: mercenary, recruit, inflation, blockade, privateer, siege, ratify, ambush

SPIRITUAL APPLICATIONS:

Ecclesiastes 8:12-18 – Read and discuss Solomon’s thoughts on wisdom and on actions to be taken when someone has done something wrong.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 6 – pp. 141-172

Chapter 6 Digital Lessons Plans and Presentations

Video – *Women of the Revolution* (7:54)

Video – *The Turning Point of the Revolutionary War* (5:28)

Video – *Victory at Yorktown* (4:11)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Our Founding Fathers: American Government* (23:45)

Learn360 video – *Founding Mothers* (44:40)

Learn360 video – *The American Revolution: US Wars* (29:32)

BrainPop video – *Causes of the American Revolution* (4:25)

BrainPop video – *American Revolution* (3:57)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a T-chart with “British” and “Patriots” as the column headings. List possible resources and attributes of each group.
2. Make a thematic map which shows the dates and major battle locations of the Revolutionary War.
3. Imagine you are a British soldier or a colonist. Write a letter to your family in England explaining why the British lost the war or why the Americans won the war.
4. Find images of Revolutionary War paintings. Choose one to print. Then write a paragraph describing what this painting is depicting.
5. Draw and caption your own political cartoon incorporating an issue from the American Revolution.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: A More Perfect Union

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.9** Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- SS.5-8.PAG.1** Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land.
- SS.5-8.PAG.2** Compare the constitution of a country to the Ten Commandments.
- SS.5-8.CIP.6** Identify the origins and function of major institutions and practices developed to support democratic ideals and practices.

OBJECTIVES:

- Compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution.
- Identify the points of view of the Federalists and the Anti-Federalists.
- Evaluate arguments supporting and opposing the adoption of the Constitution.

VOCABULARY: republic, ordinance, depreciate, depression, manumission, proportional, compromise, federalism, legislative branch, executive branch, judicial branch, checks and balances, amendment, Electoral College

SPIRITUAL APPLICATIONS:

Exodus 20:3-17 – Compare and contrast the Ten Commandments and the U.S. Constitution.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 7 – pp. 173-202

Chapter 7 Digital Lessons Plans and Presentations

Video – *America Unites* (3:00)

Video – *Forging a New Constitution* (2:38)

Video – *Arguments Over Ratification* (2:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The U.S. Constitution: The Almost Painless Guide to U.S. Civics* (20:52)

Learn360 video – *Our Federal Government: American Government* (24:00)

Learn360 video segment – *Road to Ratification* (3:57)

Learn360 video segment – *The 3/5 Compromise* (2:35)

BrainPop video – *U.S. Constitution* (3:53)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a front-page news story about an important event of the years soon after the American Revolution.
2. Compare and contrast the Articles of Confederation with the Constitution.
3. Role-play the founders compromising at the Constitutional Convention.
4. Create a PowerPoint presentation explaining the three branches of government and the Electoral College.
5. In a short essay, define federalism and give examples of federalism from current events.
6. Divide the class into two groups – the Federalists and the Anti-Federalists. Each group should defend their position and debate the ratification of the Constitution.

SECOND QUARTER · CYCLE 2, UPPER

TOPIC: The Constitution

PACING: 4 Days

STANDARDS:

- SS.5-8.PAG.6** Evaluate fundamental values of constitutional democracy.
- SS.5-8.CIP.1** Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
- SS.5-8.CIP.3** Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.
- SS.5-8.CIP.4** Examine the common good and the rule of law.

OBJECTIVES:

- Identify the principles contained in the Constitution and their importance.
- Analyze and evaluate the process of amending the Constitution.
- Discuss the importance of interpreting the Constitution instead of amending it.
- Describe separation of powers.

VOCABULARY: popular sovereignty, limited government, enumerated powers, reserved powers, concurrent powers, separation of powers, implied powers, due process, naturalization

SPIRITUAL APPLICATIONS:

Daniel 6 – Review the story of Daniel and the Lions’ Den. Daniel was a government official and exhibited excellent integrity in performing his duties. Why is integrity an important quality for positions of responsibility and for our spiritual development?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 8 – pp. 203-242

Chapter 8 Digital Lessons Plans and Presentations

Video – *The Bill of Rights* (1:11)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Constitution Quiz* (35:53)
 BrainPop video – *Branches of Government* (4:19)
 BrainPop video – *Bill of Rights* (4:52)
 BrainPop video – *Presidential Power* (3:07)
 BrainPop video – *Supreme Court* (2:29)
 BrainPop video – *Democracy* (3:52)
 BrainPop video – *Citizenship* (4:25)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Rewrite the Bill of Rights in your own words.
2. Write a short essay to explain how the Constitution can be regarded as a flexible document and the amendment process.
3. Review the amendments to the Constitution. Choose one and then act out how this amendment has changed lives in America.
4. Interview your grandparent or another elderly individual about changes to the Constitution in their lifetime.
5. Prepare a class display by providing current news stories which relate to constitutional issues.
6. Make a chart showing the duties and responsibilities of citizenship.
7. Find a practice citizenship test on the Internet which might be used by a person getting ready to become a naturalized citizen. See how well you do!

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Federalist Era

PACING: 3 Days

STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

OBJECTIVES:

- Discuss the development of the American political system during the Federalist Era.
- Identify challenges that the new government faced on the frontier.
- Contrast the view of the developing political parties.

VOCABULARY: precedent, cabinet, bond, impressment, partisan, caucus, aliens, sedition, nullify states' rights

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Jefferson Era

PACING: 3 Days

STANDARDS:

SS.5-8.C.10 Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.

SS/5-8.PPE.11 Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.

OBJECTIVES:

- Compare and contrast the election of 1800 with modern elections.
- Describe the power of the Supreme Court and the federal government.
- Locate the Louisiana Purchase on a map and discuss the importance of the purchase.
- Discuss the Lewis and Clark expedition.
- Explain why the United States was not prepared for the War of 1812.

VOCABULARY: customs duty, jurisdiction, secede, tribute, neutral rights, embargo, nationalism, frigate

SPIRITUAL APPLICATIONS:

1 Samuel 17 - Review and discuss the story of David and Goliath. In what ways did the defeat of Goliath influence David's life?

McGRAW-HILL RESOURCES:

A History of the United States

Chapter 10 - pp. 265-292

Chapter 10 Digital Lessons Plans and Presentations

Video - *Jefferson vs Hamilton* (7:06)

Video - *The Louisiana Purchase* (2:59)

Video - *The War on the Shores of Tripoli* (3:16)

Video - *The Star Spangled Banner* (3:02)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Louisiana Purchase Overview* (3:00)

Learn360 video segment - *William Eaton's Assault in Tripoli* (3:48)

Learn360 video segment - *The Battle of Tippecanoe* (2:03)

Learn360 video - *The War of 1812* (19:57)

BrainPop video - *Thomas Jefferson* (5:22)

BrainPop video - *James Madison* (6:04)

BrainPop video - *Primaries and Caucuses* (4:32)

BrainPop video - *Lewis and Clark* (5:03)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a magazine cover about Thomas Jefferson, James Madison, Robert Fulton, Meriwether Lewis, William Clark, or Tecumseh.
2. In small groups or individually, make a time line showing events leading up to and during the War of 1812.
3. Write a letter to a friend as if you were Dolley Madison. Detail the attack by the British troops on Washington.
4. Discuss why war heroes may have an advantage in political campaigns.
5. Write an opinion essay in which you draw conclusions about the success of the Lewis and Clark expedition.
6. Using Tecumseh's quote on p. 283, summarize his ideas about Native American lands and relations with the white Americans.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: American Growth and Expansion

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations, and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.PPE.7** Discuss human modifications of the environment.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.PDC.7** Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors.
- SS.5-8.PDC.10** Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption.

OBJECTIVES:

- Analyze why industrial growth began in New England.
- Compare agriculture in the different regions of the country.
- Identify modes of transportation during the industrial Revolution.
- Analyze life in western settlements.
- Summarize the Missouri Compromise.

VOCABULARY: cotton gin, interchangeable parts, patent, capitalism, free enterprise, census, turnpikes, canal, locks, sectionalism, monopoly, interstate commerce, ceded

SPIRITUAL APPLICATIONS:

Romans 16:17 – Paul reminds us that divisions and obstacles should be avoided. Why are divisions between people or groups so harmful?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 11 – pp. 293-320

Chapter 11 Digital Lessons Plans and Presentations

Video – *The Slave Trade and the Cotton Gin* (3:23)

Video – *Daniel Boone* (5:06)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Eli Whitney* (4:34)
 Learn360 video segment – *Mass Production* (3:02)
 Learn360 video segment – *Erie Canal Opens* (1:39)
 Learn360 video segment – *James Monroe: Major Events* (3:03)
 Learn360 video – *The Presidents: 1789-1825* (45:09)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Choose a mode of transportation of the time period. Record the pros and cons of this mode of transportation on a T-chart.
2. Prepare one page for a classroom scrapbook dealing with U.S. growth and expansion. Coordinate with classmates to produce a logical and coherent scrapbook.
3. Compare and contrast farms in the Northeast, West, and South using a three-circle Venn diagram.
4. Review census information, especially population changes (i.e., increase, shift from rural to urban). Graph the information you gathered.
5. Write a short essay discussing the issues related to sectionalism and how the Missouri Compromise provided a temporary solution.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: The Jackson Era

PACING: 3 Days

STANDARDS:

- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.PDC.4** Evaluate how the economic choices that people make have both present and future consequences.

OBJECTIVES:

- Evaluate the role of campaign tactics in elections of the early nineteenth century.
- Compare the position of those who supported states' rights to those who wanted a stronger federal government.
- Describe the impact of the policy of removal of the Native Americans to Indian Territory.
- Explain Jackson's objections to the Bank of the United States

VOCABULARY: favorite sons, plurality, majority, mudslinging, bureaucracy, spoils system, nominating conventions, tariff, relocate, Trail of Tears, veto

SPIRITUAL APPLICATIONS:

Luke 2 – Review the birth and early life of Jesus. He came to earth as a “common man.” Why is that important as it relates to the Great Controversy?

McGRAW-HILL RESOURCES:

A History of the United States

Chapter 12 – pp. 321-344

Chapter 12 Digital Lessons Plans and Presentations

Video – *President Andrew Jackson* (3:17)

Video -- *Blending of the Seminole* (3:07)

Video – *Jackson and His Successors* (3:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1825-1849* (45:10)

BrainPop video – *Andrew Jackson* (5:08)

BrainPop video – *Seminole Wars* (5:37)

BrainPop video – *Trail of Tears* (5:30)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create political advertisements (print or audio) for Henry Clay, Andrew Jackson, or John Quincy Adams.
2. Compare campaign innovations in 1828 to those of today.
3. Write an opinion paper detailing your agreement or disagreement with the policies and actions of President Jackson.
4. Prepare a PowerPoint presentation discussing the relocation of a Native American tribe.
5. Write a newspaper article describing the Trail of Tears. Is your perspective from the white settlers or the Native Americans being relocated?
6. Discuss what being “a man of the people” means and why so many politicians use this idea in campaigning.

THIRD QUARTER · CYCLE 2, UPPER

TOPIC: Manifest Destiny

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.5** Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources.
- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.

OBJECTIVES:

- Analyze why Americans wanted the land in the Oregon Country.
- Evaluate the concept of and justifications for Manifest Destiny.
- Identify the reasons behind the conflict between the United States and Mexico.
- Discuss how the discovery of gold and religious migration affected westward development.

VOCABULARY: joint occupation, mountain men, emigrants, prairie schooners, Manifest Destiny, Tejano, decree, annex, rancho, forty-niners, boomtown, vigilantes

SPIRITUAL APPLICATIONS:

Proverbs 25:25 - "Like cold water to a weary soul is good news from a distant land." Discuss how the Good News of the gospel is a blessing for us today. List references that illustrate God's Good News for us.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 13 - pp. 345-372

Chapter 13 Digital Lessons Plans and Presentations

Video - *James K. Polk and Western Expansion* (2:06)

Video - *The Alamo* (3:26)

Video - *Achieving Manifest Destiny* (1:12)

Video - *New Citizens of the Mexican-American War* (2:03)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *The Whitmans* (1:43)

Learn360 video segment - *Mountain Men* (3:15)

Learn360 video segment - *Mexican-American War* (2:54)

Learn360 video segment - *Lure of Gold in California* (3:36)

BrainPop video - *Westward Expansion* (5:14)

BrainPop video - *Mexican-American War* (4:54)

BrainPop video - *Gold Rush* (3:01)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. After reviewing and discussing the PowerPoint presentation in the "What Do You Think" digital lesson plan, write a summary of the Alamo. What is the historical perspective behind your summary?
2. Choose one of the westward trails. Make a map noting the significant points along that trail. Give a description of how traveling that trail today would be similar and different to the early travelers on the trail.
3. Write dialogue between a "forty-niner" looking for gold and a Mormon settler as they meet along their journey west.
4. Write a short essay examining the concept of "Manifest Destiny."
5. Research and report on "boomtown" economics.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: North and South

PACING: 4 Days

STANDARDS:

- SS.5-8.C.2** Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- SS.5-8.PDC.5** Justify how economic incentives affect people's behavior and may be regulated by rules or laws.
- SS.5-8.SST.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land.
- SS.5-8.SST.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.

OBJECTIVES:

- Identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.
- Compare the economies of the North and South.
- Discuss the relationship between immigration and its impact on the cities and industry in the North.
- Describe the living conditions and culture of enslaved African Americans in the South.

VOCABULARY: clipper ships, telegraph, Morse code, trade unions, strikes, productivity, domestic slave trade, yeomen, overseer, spirituals, Underground Railroad, literacy

SPIRITUAL APPLICATIONS:

1 Timothy 6:1-3 – Read and discuss what Paul is saying about respecting the master if you are a slave. Does this mean that Paul supports the concept of slavery? Discuss the long history of slavery even in Bible times.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 14 – pp. 373-400

Chapter 14 Digital Lessons Plans and Presentations

Video – *Machines and Industry* (1:43)

Video – *Potato Famine & Irish Immigration* (2:19)

Video – *Cotton is King* (1:15)

Video – *Early African American Christians* (3:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Morse Code and the Possibility of Telegraph* (00:57)

Learn360 video segment – *King Cotton in the South* (5:43)

Learn360 video – *Follow the Drinking Gourd – A Story of the Underground Railroad* (26:06)

BrainPop video – *Slavery* (4:50)

BrainPop video – *Underground Railroad* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a short message in Morse code, then ask a classmate to decode your message.
2. Create a Venn-diagram comparing and contrasting the Northern and Southern economies.
3. Write a fictional narrative of an enslaved person's daily life on a Southern plantation or about an enslaved person who runs away.
4. Describe discrimination. List examples of discrimination during this time in both the North and South.
5. Research one innovation (in transportation, communication, or agriculture) of this time. Then make a display board with illustrations, text, and graphs which share what you have learned about that innovation.
6. Learn a "spiritual." Discuss the significance of the words of the song from the perspective of a slave.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: The Spirit of Reform

PACING: 4 Days

STANDARDS:

- SS.5-8.STS.8** Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith based activities.
- SS.5-8.CIP.1** Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.
- SS.5-8.CIP.5** Interpret key documents and excerpts from key sources that define and support democratic ideals and practices.

OBJECTIVES:

- Explain how the Second Great Awakening led to an interest in social reform.
- Identify major reform movements and leaders.
- Trace the development of the abolitionist movement.
- Analyze the impact of the Seneca Falls Convention on the women's reform movement.

VOCABULARY: revival, temperance, normal school, civil disobedience, abolitionist, suffrage, coeducation

SPIRITUAL APPLICATIONS:

Review the history of temperance / health ministries in the Seventh-day Adventist church: <http://www.nadhealthministries.org/article/16/about-us/history-mission-and-organization>
How has the meaning of "temperance" changed over time since?

MCGRAW-HILL RESOURCES:

A History of the United States
Chapter 15 – pp. 401-424
Chapter 15 Digital Lessons Plans and Presentations
Video – *The Underground Railroad* (2:25)
Video – *The Women's Movement* (1:59)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Elizabeth Blackwell: Medical School* (2:12)
Learn360 video segment – *Elizabeth Cady Stanton* (2:02)
BrainPop video – *Frederick Douglass* (4:32)
BrainPop video – *Women's Suffrage* (4:23)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss how leaders can influence the way people think. Research an inspiring speech by an important abolitionist, then present a reenactment of the speech, using your own words.
2. Write a paragraph explaining how religious revivals led to reforms.
3. Complete an Internet search to find written or visual art from this period that shows the culture change taking place in America.
4. Create a time line showing the reform movements during the 1800s. How have these reform movements affected your life today?
5. Make a list of important individuals from this chapter. Construct a sentence that starts "I believe..." showing each historical figure's point of view on an important issue.
6. As a class, develop a multi-media presentation about the beginnings of the Seventh-day Adventist church or the church's health or social programs. Share it with your local or area churches.

FOURTH QUARTER · CYCLE 2, UPPER

TOPIC: Toward Civil War

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.3** Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.
- SS.5-8.TCC.7** Discuss how the theme of civic ideals and practices helps us to learn Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.
- SS.5-8.TCC.9** Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Determine the causes that led to the division of the nation.
- Discuss political compromises that were made because of slavery.
- Evaluate the importance of the election of 1860.
- Compare arguments about whether or not the South had the right to secede.

VOCABULARY: fugitive, secede, civil war, arsenal, martyr, secession, states' rights

SPIRITUAL APPLICATIONS:

Explore the beginnings of the Seventh-day Adventist church during this era:

First Seventh-day Adventist church:
<http://www.firstadventistchurch.org/>

Brief biographies of Adventist pioneers:
http://www.aplib.org/?page_id=12

Videos on Adventist pioneers:
http://www.aplib.org/?page_id=618

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 16 – pp. 425-448

Chapter 16 Digital Lessons Plans and Presentations

Video – *The Great Compromiser* (1:21)

Video – *Dred Scott* (2:50)

Video – *Secession and War* (1:49)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Crisis and Compromise: Shaping American* (28:29)

Learn360 video – *Abraham Lincoln* (19:43)

Learn360 video – *Slavery and Abolition Video Quiz* (23:22)

Learn360 video segment – *Slavery and the Lincoln Douglas Debate* (7:23)

BrainPop video – *Abraham Lincoln* (5:58)

BrainPop video – *Civil War Causes* (4:16)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a letter expressing support of differing points of view about Senator Henry Clay's suggested compromise.
2. Create a two-column chart. In the first column record events that threatened the balance between free and slave states. In the second column record the way the issue was resolved.
3. Research facts of *Dred Scott v. Sandford*. Develop a list of points for each side of the case and discuss the Supreme Court decision.
4. Prepare a brief skit showing the events that led to the fight at Fort Sumter.
5. Summarize the political career of Abraham Lincoln.
6. Select a key figure in the early history of the Seventh-day Adventist Church to research. Then make a biographical presentation about that individual to the class.

FOURTH QUARTER · CYCLE 2, LOWER

TOPIC: The Civil War

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.6** Analyze key historical periods and patterns of change within and across culture.
- SS.5-8.PAG.8** Describe the structure and organization of the Seventh-day Adventist church.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Compare the goals and strengths and weaknesses of the North and the South.
- Evaluate the effect of the Emancipation Proclamation.
- Describe political and economic changes that occurred during the Civil War.
- Analyze why the Battle of Gettysburg was a turning point in the Civil War.
- Identify the events that ended the Civil War.

VOCABULARY: border state, enlist, tributary, ironclad, casualty, Emancipation Proclamation, habeas corpus, bounty, draft

SPIRITUAL APPLICATIONS:

Compare and contrast organization of the government, military, and the Seventh-day Adventist church.

http://paucedu.adventistfaith.org/uploaded_assets/276337

(This flow chart may need to be adjusted for your union/conference.)

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 17 – pp. 449-490

Chapter 17 Digital Lessons Plans and Presentations

Video – *The Emancipation Proclamation* (1:58)

Video – *Civil War Battlefield Medicine* (2:24)

Video – *March to the Sea* (1:33)

ADDITIONAL RESOURCES / CONNECTIONS:

Across Five Aprils, by Irene Hunt

Learn360 video – *Civil War Video Quiz* (31:59)

Learn360 video – *Images of the Civil War* (44:07)

Learn360 video – *Civil War Games* (27:18)

Learn360 video segment – *Gettysburg* (7:12)

BrainPop video – *Civil War* (5:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Describe experiences and events of the Civil War by creating a visual display about a key group or individual.
2. Develop a visual graphic to compare the strengths and weaknesses of the North and the South.
3. Write a letter from the point of view of a soldier in the Civil War writing home from the battlefield.
4. Research hospitals and surgical practices in the days of the Civil War. Using a Venn diagram, compare and contrast Civil War medical practices with today's medical practices.
5. Write a summary of the role women played during the Civil War period.
6. As a group, develop a time line of events of the Civil War.
7. Create a map with locations of Civil War battles and other significant events.

CYCLE 3, LOWER

SoSmart Chart: Cycle 3, Lower

CYCLE 3	Grades 1-4	Suggested Pacing
FIRST QUARTER	Celebrating Culture	
	All About Culture	3 days
	Life in the United States	4 days
	Life in Canada	3 days
	Life in Mexico Life in the Caribbean	3 days 3 days
SECOND QUARTER	The Midwest The Midwest	4 days 4 days
	The Geography of the Midwest	4 days
	The Economy of the Midwest	4 days
	The People of the Midwest	4 days
THIRD QUARTER	Economics	
	Goods and Services	2 days
	Barter and Money	2 days
	Producers, Sellers, and Buyers	2 days
	Making Choices	2 days
	Government and Civics	
	Government	2 days
	Three Levels of Government	2 days
Local Government	2 days	
Good Citizens	2 days	
FOURTH QUARTER	The Southwest	
	The Southwest	4 days
	The Geography of the Southwest	4 days
	The Economy of the Southwest	4 days
The People of the Southwest	4 days	

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 3, LOWER

TOPIC: All About Culture

PACING: 3 Days

STANDARDS:

- SS.K-4.C.1** Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.K-4.C.8** Identify the influence of Seventh-day Adventist heritage on culture.
- SS.K-4.IDI.11** Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture.
- SS.K-4.PAG.8** Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
- SS.K-4.GC.1** Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel.

OBJECTIVES:

- Define culture.
- Understand that culture influences the way people live.

VOCABULARY: culture, history, agriculture, artifact, transportation

SPIRITUAL APPLICATIONS:

Galatians 3:26-28 - Discuss how the church is God's family. All are children of God regardless of culture, race, gender, or social status.

God Loves Me 28 Ways by Charles Mills and Linda Koh, pp. 34, 35

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 2 pp. 54-69

Unit 2 - Unit Opener and Lesson 1
Digital Plans and Presentations

Video - *Communities of the Past* (9:59)

Leveled Readers - *Holiday Fun; Family History*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Everybody's Different: Different Cultures, Different Customs* (3:03)

BrainPop Jr. video - *Homes* (4:27)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 99): Write a story about one of the cultures you have studied. Rubric is on page 99W.
2. Draw or make a model of a home that shows how the environment influences the materials used to build homes (i.e., ice house, log cabin).
3. Make a T-chart listing values and traditions different European groups brought to North America that are still part of the culture today.
4. Write a biography about your life in your town and state (similar to examples on pp. 68, 69).
5. Discuss ways in which your religious beliefs and belonging to the Seventh-day Adventist church influence your culture.

FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in the United States

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.7** Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.
- SS.K-4.PPE.3** Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.
- SS.K-4.IGI.1** Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced.

OBJECTIVES:

- Learn about the culture of the United States.
- Discuss how diversity influences culture.

VOCABULARY: diversity, contribution, observe

SPIRITUAL APPLICATIONS:

Romans 12:5 – “We are many, but in Christ we are all one body.” A band or symphony has many different instruments playing many different parts. Discuss how diverse people can be unified in purpose.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 2 pp. 70-79

Unit 2 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *The Story of Granville T. Woods: Helping Make America* (TE 20, 21); *The Places We Live; Life in the United States*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *The Fourth of July* (2:27)

Learn360 video – *Families of USA: Families of the World* (28:22)

BrainPop Jr. video – *Rural, Suburban, and Urban* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 99): Write a story about one of the cultures you have studied.
2. Describe a local celebration or event. From what culture did this celebration originate?
3. Make a list of foods that were brought to America from other cultures. What is the class favorite? Show the results on a bar graph.
4. Play charades acting out sports or activities that are popular in the United States.
5. In a drawing or painting, illustrate an urban, suburban, and rural family home in the United States. Include the family doing common activities for that type of community.

FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in Canada

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.2** Define key concepts such as: past, present, future, similarity, difference, and change.
- SS.K-5.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.

OBJECTIVES:

- Learn about the culture of Canada.
- Discuss similarities and differences between life in Canada and the United States.

VOCABULARY: bilingual, cuisine, style

SPIRITUAL APPLICATIONS:

Romans 13:10 and James 2:8 – While we do have country “neighbors” in North America, every individual can be our neighbor. God instructs us to show love to our neighbors.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 2 pp. 80-85

Unit 2 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Nunavut: A New Territory* (TE 22, 23)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn 360 video – *Sheena Azak of Canada: Children of Other Lands* (14:36)

Learn360 video – *Canada: Its People, History & Government: Our North American Neighbors* (19:22)

Learn360 video – *Families of Canada: Families of the World* (28:23)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 99): Write a story about one of the cultures you have studied.
2. Read the poem on p. 80, “My Own Canadian Home.” Write a poem about your home country.
3. Listen to the national anthem of Canada. Using a Venn diagram, compare and contrast it with our national anthem.
4. Choose a Canadian city from the list on pp. 82, 83. Describe how this city is similar and different to a city in the United States.
5. If possible, have a local person with Canadian heritage visit the class and provide information about Canada.

FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in Mexico

PACING: 3 Days

STANDARDS:

- SS.K-4.C.6** Relate how individuals learn the elements of their culture through interactions with other members of the culture group.
- SS.K-4.IGI.2** Define concepts such as community, culture, role, competition, cooperation, rules, and norms.

OBJECTIVES:

- Learn about the culture of Mexico.
- Discuss similarities and differences between life in Mexico and the United States.

VOCABULARY: civilization, generation, tradition

SPIRITUAL APPLICATIONS:

Exodus 12:14 – Review the Passover story and the deliverance of the Israelites from Egypt. God sets aside a day to commemorate the event for “generations to come.”

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 2 pp. 86-91

Unit 2 – Lesson 4 Digital Plans and Presentations

Leveled Reader – *A True Hero*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Andres Orozco of Mexico: Children of Other Lands* (14:55)

Learn360 video – *Mexico: Its People, History & Government: Our North American Neighbors* (20:42)

Learn360 video – *Families of Mexico: Families of the World* (28:23)

BrainPop Jr. video – *Maya Civilization* (4:27)

BrainPop Jr. video – *Mexico* (5:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 99): Write a story about one of the cultures you have studied.
2. Discuss why families are important in sharing traditions and culture. Make a list of traditions that have been passed along in your family. Compare your list with a classmate's list.
3. If possible, have a local person with Mexican heritage visit the class and provide information about Mexico.
4. Have a special lunch featuring traditional Mexican dishes.

FIRST QUARTER · CYCLE 3, LOWER

TOPIC: Life in the Caribbean

PACING: 3 Days

STANDARDS:

- SS.K-4.C.3** Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.8** Analyze factors that contribute to similarities and differences among people locally and in places across the world including ethnicity, language, and religious beliefs.
- SS.K-4.PDC.9** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

OBJECTIVES:

- Learn about the culture of the Caribbean.
- Discuss similarities and differences between life in the Caribbean and the United States.

VOCABULARY: heritage, recreation

SPIRITUAL APPLICATIONS:

Discuss how ADRA (Adventist Development and Relief Agency) offers assistance around the world. The following link shows ADRA's assistance after a major earthquake in Haiti.
<https://www.youtube.com/watch?v=HTID9KligGM>

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors
Unit 2 pp. 92-99
Unit 2 – Lesson 5 Digital Plans and Presentations
Leveled Reader – *A Different World*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *People: Landmarks*
– *Caribbean Islands* (19:23)

Learn360 video – *My Little Island:*
Reading Rainbow (26:52)

Learn360 video – *Families of Puerto Rico:*
Families of the World (28:04)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 99): Write a story about one of the cultures you have studied. Rubric is on page 99W.
2. Make a map of the Caribbean. Which island countries are included in this study of the Caribbean?
3. Choose one of the six Caribbean countries. Research information about the country and then share with your classmates in a short oral or electronic (PowerPoint) presentation.
4. Create an acrostic poem for the word “Caribbean.” Include information you have learned about these island countries in your poem.

SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The Midwest

PACING: 4 Days

STANDARDS:**SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.**OBJECTIVES:**

- Introduction to the Midwest Region of the United States.
- Learn states and capitals of the Midwest.

VOCABULARY: Kansas, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, Ohio, North Dakota, South Dakota, Wisconsin**SPIRITUAL APPLICATIONS:**

Ecclesiastes 7:16-18 – Sometimes the climate of the Midwest is described as “extreme.” What does Solomon say about extremes?

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 5 pp. 187-191

Unit 5 – Unit Opener Digital Plans and Presentations
Leveled Readers – Buffalo!; A Mountain of Presidents;
Laura Ingalls Wilder

ADDITIONAL RESOURCES / CONNECTIONS:

Read Laura Ingalls Wilder’s book,
Little House in the Big Woods.

Video 360 segment – *Tour of Lincoln’s Home* (4:13)

Learn360 – *Mount Rushmore: Landmarks* (5:00)

Learn360 – *Discovers and American* video series – has a video for each state

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 218 -- to be continued): Write an essay that answers the question, “How do natural resources affect a region’s growth?” (Requirements of essay adjusted as needed to meet the needs of the students.) Rubric is on page 218W. An alternate activity might be make a diorama as described on p. 218.
2. Begin the “Foldables” activity on p. 187 (continue throughout the content on the Midwest).
3. Trace a map of the Midwest region. Add attractions, resources, and landmarks to your map throughout this unit.
4. Make cards with names of states and capitals of the Midwest. Play a memory match game with the cards.

SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The Geography of the Midwest

PACING: 4 Days

STANDARDS:

- SS.K-4.PPE.6** Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live.

OBJECTIVES:

- Discuss the importance of rivers and soil fertility in the Midwest.
- Identify Midwest landforms.
- Describe the climate extremes of the Midwest.

VOCABULARY: fertile, prairie

SPIRITUAL APPLICATIONS:

Numbers 13:18-20 - Why did Moses give these specific instructions? Compare what the pioneers who came to the Midwest and the Israelites going to the Promised Land were hoping to find.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 5 pp. 192-199

Unit 5 - Lesson 1 Digital Plans and Presentations

Leveled Readers - *Savings Our Parks; Amazing Mammal Builders; Indiana Dunes National Lakeshore*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Midwest Region: North American GeoQuest* (24:11)

Learn360 video - *Great Lakes Region: North American GeoQuest* (25:59)

Wind Cave National Park website:
www.nps.gov/wica/index.htm

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 218): Write an essay that answers the question, "How do natural resources affect a region's growth?"
2. Collect three different soil samples in small pots. Place easy to grow seeds in each pot, water them, and put them in a sunny window. Log what you see every day. Are there differences in the plants? How might these differences be explained by different soil?
3. Review the graphs on p. 199. Write a sentence or two about each graph to describe the information that is presented.
4. Paint a picture showing what you have learned about the geography and climate of the Midwest.

SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The Economy of the Midwest

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.2** Explain uses of God's gifts of natural resources for meeting human needs.
- SS.K-4.STS.5** Discuss the ways in which scientific findings and various forms of technology influence our daily lives.
- SS.K-4.GC.1** Discuss how global connections may be various types including cultural exchange, trade, political, economic, or travel.

OBJECTIVES:

- Identify natural resources found in the Midwest.
- Show the importance of iron to the economy of the Midwest.
- Identify important Midwestern farm products.
- Describe how the Midwestern economy has changed over time.

VOCABULARY: iron, ore, mining, agribusiness, mass production, assembly line

SPIRITUAL APPLICATIONS:

Genesis 41:56, 57 – Review the story of Joseph in Egypt during the years of plenty and famine. The Midwest grows food not only for our country but for other areas of the world as well.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 5 pp. 200-207

Unit 5 – Lesson 2 Digital Plans and Presentations

Leveled Reader – *The Farm*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Milk Makers: Reading Rainbow* (27:49)

Learn360 video segment – *Mass Automobile Production* (4:31)

Learn360 video – *Wheat* (10:32)

BrainPop video – *Assembly Line* (2:22)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 218): Write an essay that answers the question, "How do natural resources affect a region's growth?"
2. Make butter (directions on TE 204).
3. With a partner, make a list of questions about steel, steel production, or things made of steel. See how many questions you can answer after conducting research.
4. Make a model of an open-pit mine using modeling clay.
5. Write a story telling about the changes for farm families in the Midwest.

SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The People of the Midwest

PACING: 4 Days

STANDARDS:

- SS.K-4.PPE.7** Explore cultural patterns and their interactions within and across place, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
- SS.K-4.CIP.5** Discuss the importance of gathering information as the basis for informed civic action.

OBJECTIVES:

- Identify Native American groups that lived in the Midwest.
- Trace the different groups who settled in the Midwest.
- Show how Midwesterners honor diverse cultural traditions.

VOCABULARY: descendants, pioneer, migration

SPIRITUAL APPLICATIONS:

2 Peter 3:13 – The New Earth God promised us will be different from the Earth now. Have students write or draw about what they imagine the New Earth will be like.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 5 pp. 208-218

Unit 5 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *The Amish Living a Simple Life;*
Children at Work: On the Frontier;
The Apple Man - The Story of John Chapman

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –
Sitting Bull and Westward Expansion (12:54)

Learn360 video – *The Home* (10:45)

BrainPop Jr. video – *Johnny Appleseed* (4:06)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 218): Write an essay that answers the question, “How do natural resources affect a region’s growth?” Rubric is on p. 218W.
2. Suppose you are a pioneer in the Midwest or an African American who traveled north during the Great Migration. Write a letter to a family member back “home” describing your new life in the Midwest.
3. Read “Express Your Opinion” on p. 213. Identify and research a local issue or problem. Then propose a solution to the issue or problem.
4. Using the map on p. 212, choose a festival. Write a newspaper article describing what you might see or do at that festival.

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Goods and Services

PACING: 2 Days

STANDARDS:

- SS.K-4.PDC.11** Compare and contrast the goods and services produced in the market and those produced by the government.
- SS.K-4.IDI.2** Identify the qualities that make individuals unique and equip them for their place in God’s overall plan.

OBJECTIVES:

- Identify what goods and services are and why they are important to the economy.
- Understand that goods can be grown or made.

VOCABULARY: goods, services, provide

SPIRITUAL APPLICATIONS:

1 Cor. 12:4-6 – Different kinds of service are needed for God’s work. Encourage students to find a “service” they can provide with the unique gifts God has given them.

McGRAW-HILL RESOURCES:

Our Community and Beyond
Unit 3 pp. 78-89
Unit 3 – Unit Opener and Lesson 1 Digital Plans and Presentations
Video – *Let’s Go to the Store* (3:32)
Video – *How to Make an Apple Pie and See the World* (4:40)
Leveled Readers – *Jobs at School* (TE 26, 27); *Start Your Own Business!*; *People at Work*

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Goods and Services* (4:20)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 105): Create a poster ad for a new good. Rubric is on page 105W.
2. Choose a “good” from school or home. Write a paragraph telling about the good (i.e., if the good was grown or made, who might have made it, where was it made or grown).
3. Make a list of local goods (grown or manufactured) and then visit one of your local growers or manufacturers.
4. Interview a “service” worker in your community about their job. Share what you learned with your classmates.
5. Describe “service” jobs within the church organization.

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Barter and Money

PACING: 2 Days

STANDARDS:

SS.K-4.PDC.7 Identify the characteristics and functions of money and its uses.

OBJECTIVES:

- Discuss why we need money.
- Describe the barter system.

VOCABULARY: barter, money, exchange

SPIRITUAL APPLICATIONS:

Genesis 25:27-34 - Discuss the barter which took place in the story of Jacob and Esau. What was the problem with this exchange?

McGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 3 pp. 90-95

Unit 3 - Lesson 2 Digital Plans and Presentations

Video - *Math in our Lives: Money (10:24)*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Word Power - Barter (0:53)*

Learn360 video - *Saturday Sancocho: Reading Rainbow (27:27)*

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 105): Create a poster ad for a new good.
2. Write a story about a family from the past using bartering to supply their needs.
3. Role-play scenarios in which you spend money in exchange for something you need or want. Then role-play the same scenario using bartering.
4. Create an acrostic poem with the word "money" or "barter."

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Producers, Sellers, and Buyers

PACING: 2 Days

STANDARDS:

SS.K-4.PDC.6 Explain how economic incentives affect people's behavior.

OBJECTIVES:

- Identify the need for and connection between producers, sellers, and buyers.

VOCABULARY: producers, buyers, sellers

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Making Choices

PACING: 2 Days

STANDARDS:

- SS.K-4.PDC.5** Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.8** Identify various organizations such as banks and businesses that help people achieve their individual economic goals.
- SS.K-4.IDI.7** Develop a respect for others including senior citizens and individuals with disabilities.
- SS.K-4.IGI.4** Identify characteristics that distinguish individuals.

OBJECTIVES:

- Discuss the variety of choices we need to make.
- Identify strategies for making good choices.
- Describe how our choices result in consequences.

VOCABULARY: scarce, choice, consequence

SPIRITUAL APPLICATIONS:

Mark 12:41-44 – Discuss the story of the widow’s offering and why God loves a cheerful giver.

Proverbs 30:33 – What does Solomon say about consequences.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 3 pp. 100-105

Unit 3 – Lesson 4 Digital Plans and Presentations

Video – *Sam and the Lucky Money* (11:14)

Video – *Student Workshop: I Can’t Decide: Making Decisions* (16:25)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Spending and Saving* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 105): Create a poster ad for a new good. Rubric is on page 105W.
2. After watching *Sam and the Lucky Money*, write a paragraph describing choices you can make that would help someone.
3. Take a field trip to a bank or credit union to learn more about how these institutions can assist in saving money.
4. Create a flow-chart showing steps in making good choices.
5. Write and act out a skit illustrating what your choices show about your “character.”

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Government

PACING: 2 Days

STANDARDS:

- SS.K-4.PAG.1** Justify how rules and laws can serve to support order and protect individual rights.
- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.

OBJECTIVES:

- Understand why laws and government services are important.
- Define a representative democracy.

VOCABULARY: government, representative democracy

SPIRITUAL APPLICATIONS:

Acts 1:23-26 – Read about choosing another disciple to replace Judas. Compare and contrast the Biblical system of “casting lots” for decisions of community or leadership with our representative democracy.

McGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 140-153

Unit 4 – Unit Opener and Lesson 1
Digital Plans and Presentations

Leveled Readers – *Martin Luther King, Jr., A Man with a Dream* (TW 28, 29); *Getting Out the Vote*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Representative Democracy* (0:53)

Learn360 video – *Rules and Laws: Exploring Communities* (5:46)

Learn360 video – *What’s Respect: Respecting Rules* (2:44)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 173): Write a new constitution for your class. Rubric is on page 173W.
2. Work with a partner to write a definition for “obey.”
3. As a class, develop a three-column chart listing services provided by the government, why the services are important to your community, and how your community would be different if these services didn’t exist.
4. Write a paragraph describing how leaders are chosen in a representative democracy.

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Three Levels of Government

PACING: 2 Days

STANDARDS:

- SS.K-4.PAG.3** Describe the structure and organization of the Seventh-day Adventist church.
- SS.K-4.PAG.5** Identify the fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

OBJECTIVES:

- Identify three levels of government (federal, state, and local).
- Know titles for leaders of the levels of government (president, governor, mayor).
- Describe the structure and organization of the Seventh-day Adventist Church.

VOCABULARY: Constitution, president, governor, mayor

SPIRITUAL APPLICATIONS:

Discuss the organization of the Seventh-day Adventist Church:
www.adventist.org/en/world-church/
for information and statistics.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 154-159

Unit 4 – Lesson 2 Digital Plans and Presentations

Video – *Creating the Federal Government: U.S. Government* (22:45)

Leveled Reader – *Our Founding Fathers*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Constitution Day: Holiday Facts and Fun* (14:25)

Brain Pop Jr. video – *Local and State Government* (4:24)

BrainPop Jr. video – *President* (5:02)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 173): Write a new constitution for your class.
2. Find a photo of your president, governor, and mayor. Label the photo with names and title (i.e., President of the United States, Mayor of your town).
3. Develop a two-column chart showing the duties of state and local governments.
4. Write a paragraph explaining why governments collect taxes.
5. If you were a news reporter, what is a question you would ask the President of the United States? The Governor of your state? The Mayor of your town?

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Local Government

PACING: 2 Days

STANDARDS:

- SS.K-4.PAG.2** Identify the basic elements of government in the United States: executive, legislative, and judicial authority.
- SS.K-4.PAG.4** Give examples of people who have the authority to make and enforce rules.
- SS.K-4.CIP.3** Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.

OBJECTIVES:

- Describe the three branches of government (executive, legislative, and judicial).
- Identify the role of local government.

VOCABULARY: citizen, council, legislative branch, executive branch, judicial branch

SPIRITUAL APPLICATIONS:

1 Samuel 8-10 – Review the story of Israel's first king, Saul. Why did God give the Israelites a king?

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 160-165

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Understanding Our Government*

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Branches of Government* (5:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 173): Write a new constitution for your class.
2. Arrange for a local government official to speak to your class.
3. Use a current event to illustrate two points of view. Explain which point of view you most agree with and why.
4. Create a three-column chart with information about the three branches of government (executive, legislative, judicial).
5. Work in small groups to write a draft of a petition for the issue described on pp. 160-163. Share each group's draft and discuss.

THIRD QUARTER · CYCLE 3, LOWER

TOPIC: Good Citizens

PACING: 2 Days

STANDARDS:

- SS.K-4.IDI.12** Evaluate how individuals can express their own identity and work productively with others.
- SS.K-4.PAG.7** Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.
- SS.K-4.CIP.1** Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together.

OBJECTIVES:

- Understand civility and being a good citizen.
- Identify ways to cooperate and volunteer in a community.

VOCABULARY: civility, responsibility, cooperation, volunteer, civic virtues

SPIRITUAL APPLICATIONS:

Philippians 3:20 – While citizenship here on earth is important, we look forward to having citizenship in heaven and living there with Jesus.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 166-173

Unit 4 – Lesson 4 Digital Plans and Presentations

Leveled Readers – *Rebuilding New Orleans*
(TE 30, 31); *Citizens at Work*

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Rights and Responsibilities* (3:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 173): Write a new constitution for your class. Rubric is on page 173W.
2. Role-play a positive solution to a situation where conflict exists between individuals or groups.
3. Write a story about what would happen in your community if people did not show civility and behave responsibly.
4. Brainstorm ways for class members to volunteer in the local community.
5. Develop a four-column chart making personal connections to each of the following words: civility, responsibility, cooperation, and volunteer. List examples of ways to demonstrate civic virtue at home or at school.

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The Southwest

PACING: 4 Days

STANDARDS:

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world.

OBJECTIVES:

- Introduction to the Southwest Region of the United States.
- Learn states and capitals of the Southwest.

VOCABULARY: Arizona, Oklahoma, New Mexico, Texas

SPIRITUAL APPLICATIONS:

Daniel 2 and Matthew 2 – Review the story of Nebuchadnezzar’s dream in Daniel 2 and the gifts of the Wise Men in Matthew 2. Discuss reasons gold has been considered very valuable for centuries.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 6 pp. 219-223

Unit 6 – Unit Opener Digital Plans and Presentations

Leveled Readers – *Coronado Search for the Cities of Gold; The Southwest*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Grand Canyon (USA): World of Wonders II* (11:03)

Note: Brief mention of “millions of years.”

Learn360 video segment – *Davey Crockett and The Alamo* (7:46)

Learn360 – *Discovers and American* video series – has a video for each state

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 250 -- to be continued): Write an expository essay about the geography, economy, and people of the Southwest (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 250W. An alternate activity might to plan a xeriscape garden as described on p. 250.
2. Begin the “Foldables” activity on p. 219 (continue throughout the content on the Southwest).
3. Use the map scale on pp. 222 and 223 to measure each states’ border in miles. Compare to your state.
4. Make cards with names of states and capitals of the Southwest. Play a memory match game with the cards.

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The Geography of the Southwest

PACING: 4 Days

STANDARDS:

- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interaction of people with their surroundings.
- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals.
- SS.K-4.PDC.1** Demonstrate how people and communities deal with scarcity of resources.

OBJECTIVES:

- Understand that the geography of the Southwest is varied.
- Identify the landforms and major rivers of the Southwest.
- Recognize that the scarcity of water poses a challenge in the Southwest.

VOCABULARY: mesa, butte, canyon, drought, aquifer

SPIRITUAL APPLICATIONS:

John 4 - Water has always been considered an important need. Review the story of Jesus and the Samaritan woman at the well and how Jesus is the source of "life-giving water."

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 6 pp. 224-233

Unit 6 - Lesson 1 Digital Plans and Presentations

Leveled Readers - *Animal Habitats;*
Desert Life; Life in the Desert

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Southwest Region: North American GeoQuest (23:23)*

Learn360 video segment - *Oklahoma's Dust Bowl (2:12)*

BrainPop video - *Erosion (1:57)*

Note: Brief mention of "millions of years."

BrainPop video - *Water Supply (5:30)*

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest.
2. Create a landscape art project using paint, chalk, or other medium showing landforms of the Southwest.
3. Research one of the major Southwestern rivers. Present a report to the class about this river's importance to the region.
4. Make a bar graph illustrating the average precipitation for several cities in the Southwest region.
5. Find population maps of the Southwest region. Write a paragraph stating why you think certain areas of the Southwest might have greater population densities than other areas.
6. Research an animal or plant native to the Southwest. Make a booklet sharing the information you learned.

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The Economy of the Southwest

PACING: 4 Days

STANDARDS:

- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems.
- SS.K-4.PDC.4** Investigate what people and communities gain and give up when they make a decision.

OBJECTIVES:

- Recognize that oil is the Southwest's most valuable resource.
- Identify crops grown in the Southwest.
- Understand that the Southwest has developed a thriving technology sector.

VOCABULARY: kerosene, irrigation, silicon, solar energy

SPIRITUAL APPLICATIONS:

Sheep are often seen grazing in the desert regions of the Southeast. Review the stories of David as a shepherd and Jesus' parables about sheep/shepherds.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 6 pp. 234-239

Unit 6 - Lesson 2 Digital Plans and Presentations

Leveled Readers - *An Eye on Energy*;
Sun Power; *Texas Cowboys*

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video - *Solar Energy* (2:59)
BrainPop Jr. video - *Energy Sources* (5:08)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest.
2. Create a model that shows the crops grown in the Southwest region or make a replica of the pipes and ditches used to irrigate a field.
3. Create a poster about one of the technology industries that exists in the Southwest. Research the technology industry to find as many facts as possible to include on your poster.
4. Imagine you have a farm or ranch in the Southwest. Write a letter to a far-away friend describing your farm or ranch (i.e., water, crops).

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The People of the Southwest

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.7** Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Discuss the Native American heritage of the Southwest.
- Identify the Spanish influence on the Southwest.
- Understand why immigrants and older Americans have moved to the Southwest in recent years.

VOCABULARY: pueblo, adobe, powwow

SPIRITUAL APPLICATIONS:

Exodus 35:35 – Discuss how many of these skills (i.e., weaving, carving) needed for completion of the tabernacle are also exhibited by Native Americans in the Southwest.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 6 pp. 240-250

Unit 6 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Explorers of the Southwest*;
The Navajo – Tradition and Change; *Hot Air Balloons*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –
Native Americans of the Southwest (2:25)
Learn360 video – *Hot Air Henry – Reading Rainbow* (27:21)
BrainPop Jr. video – *Pueblo* (4:58)
BrainPop Jr. video – *Georgia O’Keeffe* (4:29)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest. Rubric is on p. 250W.
2. Make your own adobe bricks – directions at <http://heritagesquarephx.org/news/crafts-make-an-adobe-brick/>.
3. Use what you know about the Southwest to write/illustrate an advertisement that urges people to move to this region.
4. As a class, make a children’s book (few words, lots of pictures) about festivals of the Southwest.

CYCLE 3, UPPER

SoSmart Chart: Cycle 3, Upper

CYCLE 3	Grades 5-8	Suggested Pacing
FIRST QUARTER	Map Skills Islamic Civilizations African Civilizations The Americas Imperial China	2 days 3 days 4 days 4 days 4 days
SECOND QUARTER	Civilizations of Korea, Japan and SE Asia Medieval Europe Renaissance Reformation	4 days 5 days 4 days 4 days
THIRD QUARTER	Age of Exploration and Trade Scientific Revolution and The Enlightenment Political Revolutions Industrial Revolutions	4 days 4 days 5 days 4 days
FOURTH QUARTER	Imperialism and World War I World War II Cold War Building Today's World	4 days 4 days 4 days 4 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: Map Skills

PACING: 2 Days

STANDARDS:

- SS.5-8.STS.4** Give evidence of how our lives today are media and technology dependent.
- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.

OBJECTIVES:

- Locate and identify the world’s continents and hemispheres.
- Describe distortions in map making.
- Compare ancient and modern maps (including digital and electronic technologies).
- Identify political and physical maps.

VOCABULARY: continent, hemisphere, distortion, political map, physical map

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: Islamic Civilizations

PACING: 3 Days

STANDARDS:

- SS.5-8.C.6** Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.C.7** Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS/5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.PDC.9** Interpret how markets bring buyers and sellers together to exchange goods and services.
- SS.5-8.CIP.9** Compare religious freedom in various parts of the world.

OBJECTIVES:

- Understand how physical geography influenced Arab civilizations.
- Discuss the significance of key components of Islam.
- Distinguish the methods of how Islam was spread through various events and people.
- Determine how the Turks, Safavids, and Moguls incorporated Islam into their empires.
- Explain how discoveries and inventions affected the lives of Muslims.

VOCABULARY: Islam, oasis, Quran, caliph, caravan, shari'ah, principle, culture, mosque, astrolabe

SPIRITUAL APPLICATIONS:

Review the story of Abraham. Discuss the importance of Abraham to Muslims, Jews, and Christians.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 14 – pp. 395-418

Chapter 14 Digital Lessons Plans and Presentations

Video – *Islamic World* (4:23)

Video – *Islamic Trade Routes* (6:16)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Arab World -- Early Civilization and Imperialism* Video Clip (5:28)
BrainPop video – *Ottoman Empire* (6:38)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Foldable Activities: Islamic Civilization (in McGraw-Hill digital resources for this chapter)
2. Develop a time line presentation outlining the Islamic civilizations or produce cause-effect charts to organize historical events from this time period.
3. Compare and contrast Islam with Christianity, particularly Adventism, in writing or in an oral presentation.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: African Civilizations

PACING: 4 Days

STANDARDS:

- SS.5-8.C.1** Explain “culture” as it refers to socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.4** Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.11** Outline the efforts and influence of Seventh-day Adventist missionaries.
- SS.5-8.PPE.1** Examine how the theme of people, places, and environments involve the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

OBJECTIVES:

- Analyze how trade affected Africa’s development.
- Understand how trade affects the exchange of ideas.
- Demonstrate understanding of Africa’s influence on culture.
- Compare and contrast primary-source quotes on the slave trade.

VOCABULARY: savanna, plateau, griots, dhows, clan, Swahili, matrilineal, oral history, spirituals

SPIRITUAL APPLICATIONS:

Visit www.adventistarchives.org/missionaries and discuss the spread and growth of Adventist missions.

Showers of Grasshoppers and Other Miracle Stories from Africa by Bradley Booth

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 15 – pp. 419-446

Chapter 15 Digital Lesson Plans and Presentations

Video – *Mbande Nzinga* (1:50)

Video – *African Savanna and Mali* (5:39)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Roots of African Civilization* (24:07)

BrainPop video – *Savanna* (2:21)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Work in small groups to create an illustrated children’s story about a topic related to an African region or people.
2. Research and report on traditional African music and instruments.
3. Summarize in writing the key characteristics of the African governments studied in this chapter.
4. Research an Adventist missionary to Africa and present your findings in a PowerPoint presentation to share in class or at church.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: The Americas

PACING: 4 Days

STANDARDS:

- SS.5-8.C.3** Find evidences of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.8** Discuss human modifications of the environment.

OBJECTIVES:

- Explain how early peoples arrived and settled in the Americas.
- Compare farming in the Americas with farming in the early river valley civilizations.
- Describe the cultures of Maya, Aztec, and Inca civilizations.
- Analyze how different societies of North American peoples lived.

VOCABULARY: isthmus, maize, sinkhole, hogan

SPIRITUAL APPLICATIONS:

Messages to Young People, pp. 365, 366 – “God has surrounded us with nature’s beautiful scenery to attract and interest the mind. It is His design that we should associate the glories of nature with His character. If we faithfully study the book of nature, we shall find it a fruitful source for contemplating the infinite love and power of God.”

Discuss the diverse and beautiful scenery across our country.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 16 – pp. 447-470

Chapter 16 Digital Lesson Plans and Presentations

Video – *Peru: History* (7:19)

Video – *Aztec, Maya, and Inca Civilizations* (3:47)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Worlds of the Mayas, Aztecs, and Incas* (25:02)

BrainPop video – *Aztec Civilization* (4:25)

Note: brief mention of human sacrifices.

BrainPop video – *Maya Civilization* (5:00)

BrainPop video – *Inca Civilization* (4:08)

BrainPop video – *MesoAmerica* (4:29)

BrainPop video – *American Indians* (4:04)

Note: reference to ice bridge 10,000 years ago.

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Students can play the “Sortify” game about Native Americans associated with BrainPop videos.
2. Write a narrative describing landforms you would encounter on a trip across the United States.
3. Use software to create a time line of the major civilizations in Mesoamerica.
4. Visit one or more National Park Service websites (i.e., Bandelier National Monument, Chaco Culture National Historical Park, Effigy Mounds National Monument, or Mesa Verde National Park) about a Native American location/culture. Create a brochure showing what visitors may see and learn at this national park.

FIRST QUARTER · CYCLE 3, UPPER

TOPIC: Imperial China

PACING: 4 Days

STANDARDS:

- SS.5-8.STS.1** Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks.
- SS5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Compare concepts of leadership from imperial China with those of today.
- Identify technological advances that brought changes to the Chinese society.
- Explain how the Mongol empire affected trade.
- Determine characteristics needed to rule a vast land.
- Describe the factors that contributed to the rise and fall of dynasties.

VOCABULARY: neo-Confucianism, porcelain, calligraphy, steppe, terror, regime

SPIRITUAL APPLICATIONS:

Matthew 28:19, 20 – Discuss the “Great Commission.”
Guide’s Greatest Mission Stories by Lori Peckham

MCGRAW-HILL RESOURCES:

A History of the World
Chapter 17 – pp. 471-506
Chapter 17 Digital Lesson Plans and Presentations
Video – *Chinese Civilization Part 2*
(first 7:30 minutes are closely tied to this chapter.)
Video – *Ming Dynasty* – (7:37)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video – *The Great Wall of China* (2:37)
BrainPop video – *Silk Road* (4:53)
Learn360 video – *China: The History and The Mystery, Part 1: World History & Culture* (1 hour, but divided into short content segments – most about 6 or 7 minutes long)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a position essay about civil service examinations during Imperial China and today.
2. Write a poem Li Bo style or paint a Chinese landscape.
3. Identify and categorize advancements made in the Chinese economy, technology, and arts. (Teacher may print off Taking Notes: Categorizing from the Lesson 2 presentation.)
4. Make cards or write letters to send to a Seventh-day Adventist mission institution in China. The class may want to make a list of questions about China to send with their cards.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Civilizations of Korea, Japan, and Southeast Asia

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.
- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.IGI.9** Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Explain why Korea is considered a bridge between China and Japan and how it built a civilization.
- Understand how geography shaped Japan's society and why nature was important to the Japanese.
- Identify geographical features that affected settlement and early ways of life in Southeast Asia.
- Discuss how military leaders became powerful in Southeast Asia.

VOCABULARY: tribute, archipelago, samurai, shogun, vassal, feudalism, guild, sect, martial art, volcano, tsunami, maritime

SPIRITUAL APPLICATIONS:

Compare and contrast the system of feudalism with Jesus and His followers.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 18 – pp. 507-536

Chapter 18 Digital Lessons Plans and Presentations

Video – *The Samurai* (5:41)

Note: Brief mention of Samurai suicide ritual.

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *East Asia: Land and Resources* (19:36)

Learn360 video – *Southeast Asia: The People* (21:25)

BrainPop video – *Geography Themes* (4:04)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create travel itineraries for a trip to view the historical and geographic highlights of Korea, Japan, or Southeast Asia.
2. Create a picture book which summarizes the history of Korea, Japan, or a country in Southeast Asia. Share with a younger student.
3. After choosing a topic related to Korea, Japan, or Southeast Asia approved by the teacher, complete research and develop a PowerPoint presentation for your class.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Medieval Europe

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.13** Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols.
- SS.5-8.IGI.11** Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.PDC.5** Justify how economic incentives affect people's behavior and may be regulated by rules or laws.

OBJECTIVES:

- Know how the geography of Europe shaped the development of cultures.
- Understand why the Magna Carta is important.
- Explain the role that architecture, education, literature, and religion played in medieval life.
- Name causes and effects of the Crusades.
- Discuss problems and changes during the Middle Ages.

VOCABULARY: fjord, fief, serf, chivalry, guild, grand jury, trial jury, theology, vernacular, heresy, plaque

SPIRITUAL APPLICATIONS:

Revelation 12:13-17 – Discuss the prophecy about Satan's persecution of the church and God's protection.

Brave Men to the Battle by Virgil E. Robinson
– The story of the Waldensians.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 19 – pp. 537-578

Chapter 19 Digital Lesson Plans and Presentations

Video – *William the Conqueror and Feudalism* (5:50)

Video – *Castle Designs* (3:47)

Video – *Castles: The Center of Power* (7:54)

Video – *Religious Architecture* (7:21)

Video – *History of Austria from the Late Middle Ages* (9:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Middle Ages* (27:56)

BrainPop video – *Magna Carta* (2:54)

BrainPop video – *Middle Ages* (5:45)

BrainPop video – *Black Death* (4:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Contrast crossing geographical barriers during the Middle Ages with crossing them today by estimating time to cover the same distance in both eras.
2. Write a script about a day in the life of a lord, a vassal, a knight, or a peasant in medieval Europe.
3. Using a T-chart, list the causes and effects of the Crusades.
4. Research the Black Death. Share information learned about the disease and how this epidemic affected medieval Europe.
5. Create a model of a medieval castle.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Renaissance

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.10** Analyze the roles of different kinds of population centers in a region or nation.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.
- SS.5-8.STS.9** Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Discuss who ruled the city-states of Italy and how power was achieved.
- Identify differences between art and literature of the Renaissance and the Middle Ages.
- Describe humanism.

VOCABULARY: Renaissance, secular, urban, diplomacy, mercenary, humanism

SPIRITUAL APPLICATIONS:

Genesis 1 – While reviewing the great art and literature from the Renaissance period, discuss the differences between God’s creative powers and the creative abilities of humans.

McGRAW-HILL RESOURCES:

A History of the World

Chapter 20 – pp. 579-597

Chapter 20 Digital Lesson Plans and Presentations

Video – *Leonardo da Vinci* (18:15)

Video – *Chaucer’s England* (7:48)

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop – *Leonardo da Vinci* (3:37)

BrainPop – *Michelangelo Buonarroti* (3:14)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Compare the difficulty of writing by hand with the use of the printing press and modern computers. Describe how technology has changed the way we communicate.
2. Research a Renaissance artist and present your findings about the artist’s life and accomplishments to the class. Try your hand at making a reproduction of one of their famous paintings or sculptures!
3. Use craft materials (wood sticks, modeling clay, foil, etc.) to build a model of a possible invention from the Renaissance period.

SECOND QUARTER · CYCLE 3, UPPER

TOPIC: Reformation

PACING: 4 Days

STANDARDS:

- SS.5-8.C.5** Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
- SS.5-8.IDI.9** Identify the qualities that make individuals unique and equip them for a place in God's overall plan.
- SS.5-8.IGI.1** Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.PAG.9** Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.

OBJECTIVES:

- Understand how the Reformation influenced England and its American colonies.
- Locate European countries that were significant to the Reformation and explain why.
- Describe how European monarchs used religion to their advantage.
- Explain why France fought against Catholic countries in the Thirty Years' War.

VOCABULARY: indulgence, Reformation, predestination, annul, seminary

SPIRITUAL APPLICATIONS:

Discuss and review which Seventh-day Adventist beliefs are similar and different from those beliefs of denominations formed during the Reformation.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 20 - pp. 598-614

Chapter 20 Digital Lesson Plans and Presentations

Video - *Martin Luther and the Reformation* (7:58)

Video - *Francis Drake* (1:18)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Martin Luther: Famous People, Incredible Lives* (6:57)

Martin Luther - a 1953 black and white classic film details the life of Martin Luther. (105 minutes)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research a reformer from this time period. Write an article as though reporting for a newspaper of the era. Include as many details about specific events and people as possible.
2. Prepare oral presentations on a person involved in the Reformation. Students speak as though they are that person telling who they are, what they accomplished, what they believe, and why.
3. Compare and contrast translations of the Bible made during the Reformation.
4. Make a list of qualities needed for an individual to stand up for a belief or idea that is not "the norm."

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: Age of Exploration and Trade

PACING: 4 Days

STANDARDS:

- SS.5-8.STS.5** Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.
- SS.5-8.GC.1** Outline how global connections have existed in the past and increased rapidly in current times.
- SS.5-8.GC.5** Indicate how global connections may make cultures more alike or increase their sense of distinctiveness.

OBJECTIVES:

- Identify new technologies and the establishment of stronger governments that allowed exploration.
- Know about the conquests of Spain in the Americas.
- Understand the Columbian Exchange.
- Discuss where Europeans established colonies and why.
- Draw conclusions about the advancements in economics that occurred due to trade and colonization.

VOCABULARY: conquistadors, circumnavigate, allies, smallpox, plantations, cash crops, mercantilism, commerce, entrepreneur, cottage industry

SPIRITUAL APPLICATIONS:

Review Numbers 13. Compare and contrast the “explorers” into the land of Canaan with the explorers studied in this section.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 21 – pp. 615-638

Chapter 21 Digital Lessons Plans and Presentations

Video – *Journey to the New World:*

Christopher Columbus (8:03)

Video – *Hernán Cortéz* (1:34)

Video – *Age of Discovery:*

English, French, and Dutch Explorers (12:19)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Golden Age of Exploration* (27:47)

BrainPop video – *Christopher Columbus* (6:07)

BrainPop video – *Columbian Exchange* (7:18)

BrainPop video – *Conquistadors* (4:28)

BrainPop video – *Henry Hudson* (5:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a poster or display highlighting achievements of a famous explorer.
2. In a short essay, define and explain the Columbian Exchange. Discuss whether Europe or the Americas benefited most from the Columbia Exchange.
3. Discuss the term cottage industry and brainstorm examples of modern-day cottage industries.
4. Research smallpox and write a summary of what you learned.
5. Write and perform a skit in which the ideas of risk in overseas trade and joint-stock companies are highlighted.

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: The Scientific Revolution and the Enlightenment

PACING: 4 Days

STANDARDS:

- SS.5-8.IDI.1** Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.
- SS.5-8.STS.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.

OBJECTIVES:

- Describe how the Scientific Revolution generated significant new knowledge.
- Define the scientific method and how it represented a new way of studying the world.
- Explain how the Enlightenment influenced ideas about human rights.

VOCABULARY: Scientific Revolution, geocentric, heliocentric, element, scientific method, Age of Enlightenment, absolutism, social contract, constitutional monarchy, separation of powers

SPIRITUAL APPLICATIONS:

Proverbs 9:10 and Colossians 2:2,3 – Knowledge comes from God and no understanding is greater than He gives.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 22 – pp. 639-660

Chapter 22 Digital Lesson Plans and Presentations

Video – *Planetary Motion: Kepler's Three Laws* (2:22)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Age of Enlightenment* (3:15)

Learn360 video segment –
Copernicus and Heliocentrism (3:00)

Learn360 video segment – *Johannes Kepler* (2:31)

BrainPop video – *Galileo Galilei* (3:56)

BrainPop video – *Scientific Method* (4:15)

BrainPop video – *Isaac Newton* (4:32)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Learn more about one of the technological advances from this time period. Compare and contrast with technology of today in that field.
2. Create a chart listing thinkers and scientists along with their beliefs and/or discoveries.
3. Conduct and report on a science activity involving the scientific method.
4. Write a position paper on whether scientific and religious beliefs contradict or corroborate each other.
5. List pros and cons for different government models (i.e., absolutism, constitutional monarchy) discussed in this chapter.
6. Using a Venn diagram, compare and contrast the Glorious Revolution and the American Revolution.

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: Political Revolutions

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.8** Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8.IGI.5** Express ways in which young people are socialized which include similarities as well as differences across cultures.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.
- SS.5-8.PDC.3** Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative.

OBJECTIVES:

- Analyze why the American colonies revolted against Britain and the ideas that shaped the Declaration of Independence and the U.S. Constitution.
- Identify reasons for the French Revolution and Napoleon's rise to power.
- Describe the effects of nationalism on Europe.
- Define Manifest Destiny and discuss how the United States changed in the 1800s.
- Discuss why Latin American countries faced challenges after gaining independence.

VOCABULARY: constitution, boycott, popular sovereignty, limited government, bourgeoisie, nationalism

SPIRITUAL APPLICATIONS:

Discuss Bible prophecy being fulfilled with the pope taken captive by Napoleon in 1798 (end of the 1260-day prophecy).

The Great Controversy, pp. 266, 267

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 23 - pp. 661-689

Chapter 23 Digital Lesson Plans and Presentations

Video - *Making a Revolution* (3:38)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Revolutions (British, French, and American)* (23:56)

Learn360 video - *Napoleon: Famous People of the World* (28:13)

Learn360 video segment - *Manifest Destiny* (3:39)

BrainPop video - *Causes of the American Revolution* (4:25)

BrainPop video - *French Revolution* (4:23)

BrainPop video - *Napoleon Bonaparte* (4:56)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a political cartoon that expresses a point of view about one of the events that took place during the political revolutions (i.e., Boston Tea Party, Napoleon's exile to Elba).
2. Write a speech arguing either in favor of or in opposition to the colonists fighting for independence from Great Britain.
3. Create posters or banners that show the view of the peasants and rebels after the fall of the Bastille.
4. Conduct further research on a topic presented in this section. Develop a presentation to share with the class (PowerPoint or oral).
5. Play "Sortify: American Revolution" game associated with BrainPop videos.

THIRD QUARTER · CYCLE 3, UPPER

TOPIC: Industrial Revolution

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.
- SS.5-8.STS.13** Detail the need for laws and policies to govern scientific and technological applications.

OBJECTIVES:

- Identify the scientific advancements made during the Industrial Revolution and their impact on society.
- Describe how changes in industry influenced societal and political ideas.

VOCABULARY: industrialism, corporation, urbanization, socialism, labor union

SPIRITUAL APPLICATIONS:

Genesis 1:26-30 – Review God's plan for man in taking care of the earth. How is man to take care of the earth today?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 23 – pp. 690-706

Chapter 23 Digital Lesson Plans and Presentations

Video – *The Wright Brothers* (3:14)

Video – *The Industrial Revolution* (15:53)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Famous Americans: Famous Inventors and Inventions* (27:39)

Learn360 video segment – *Claude Monet* (1:22)

BrainPop video – *Industrial Revolution* (3:41)

BrainPop video – *Assembly Line* (2:22)

BrainPop video – *Impressionism* (3:42)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Work in small groups to act out a dialogue among workers in the 18th century. Characters should describe their jobs, living conditions, and developments in society and the arts.
2. Using a Venn diagram, compare and contrast the terms liberalism, utilitarianism, and socialism.
3. Conduct research to find examples of romanticism, realism, and impressionism in art.
4. Research local history (your town or region) and report on changes which have influenced your area locally since the Industrial Revolution (i.e., population, jobs, environment).
5. Create a model showing an important technology from the Industrial Revolution.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: Imperialism and World War I

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.8** Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.9** Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- SS.5-8.IGI.10** Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.GC.4** Point out how global problems and possibilities are not generally caused or developed by any one nation.

OBJECTIVES:

- Explain the reasons Europeans took over foreign countries and how the United States gained control of overseas properties and peoples.
- Discuss how contact with Europeans and Americans changed society in China and Japan.
- Analyze the causes of World War I.
- Understand the boundaries that changed in Europe and the Middle East after World War I.
- Describe what caused revolution to break out in Russia during World War I.

VOCABULARY: imperialism, protectorate, sphere of influence, militarism, conscription, entente, mobilization, propaganda, armistice, reparations

SPIRITUAL APPLICATIONS:

Read (or listen to) a story/book about Eric B. Hare's experiences as a missionary to Myanmar (then Burma) during this time period. Discuss God's leading through difficult situations.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 24 - pp. 707-742

Chapter 24 Digital Lessons Plans and Presentations

Video - *The Russo-Japan War* (6:49)

Video - *Start of World War I* (3:17)

Video - *War to End All Wars - "Wilson's Ghost"* (3:31)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *World War I: The War in Europe: America in the 20th Century* (25:50)

BrainPop video - *World War I* (3:54)

BrainPop video - *League of Nations* (3:40)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Consider the problems of Europe before World War I. Brainstorm some ways to solve these problems without going to war.
2. Write an article about a topic from this chapter in the style of a newspaper report of the era.
3. Prepare an argument for or against the creation of the League of Nations.
4. Discuss propaganda. Create a collage of several propaganda pieces.
5. Create maps showing Europe before and after World War I. Detail the changes in a paragraph to accompany the maps.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: World War II

PACING: 4 Days

STANDARDS:

- SS.5-8.PPE.7** Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.IDI.6** Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

OBJECTIVES:

- Identify key leaders in Europe and the United States before and during World War II.
- Analyze the causes of World War II.
- Recognize major events during World War.
- Analyze the importance of remembering the Holocaust.

VOCABULARY: depression, totalitarian state, appeasement, neutral

SPIRITUAL APPLICATIONS:

Revelation 12:7-9 – Discuss the war in heaven, the outcome, and how the effects of that first war are seen in earthly wars.

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 25 – pp. 743-767

Chapter 25 Digital Lesson Plans and Presentations

Video – *Fascism* (4:00)

Video – *World War II Begins* (5:46)

Video – *Aircraft Carrier, Tuskegee Airmen, and War Correspondents* (5:26)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *World War II Video Quiz* (32:03)

BrainPop video – *World War II Causes* (4:52)

BrainPop video – *World War II* (3:15)

BrainPop video – *Adolf Hitler* (4:50)

BrainPop video – *Anne Frank* (2:42)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research, write, rehearse, and present news broadcasts about historical events from World War II (maybe at a local nursing home or retirement center).
2. Interview someone who lived through the Great Depression or World War II. Share your findings with the class.
3. Type a memo to either the British or the French government arguing either for or against the policy of appeasement.
4. Compare the positive and negative effects of World War II.
5. Discuss the methods of communication between soldiers and their families during World War II. Write a letter to someone in the war or someone back home.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: The Cold War

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.10** Identify the accomplishments of Seventh-day Adventists in history.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.STS.5** Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.
- SS.5-8.GC.2** Verify that global factors such as cultural, economic, and political connections are changing the places in which people live.

OBJECTIVES:

- Know the causes and effects of the Cold War.
- Analyze how and why countries gained independence from European empires.

VOCABULARY: Truman Doctrine, Marshall Plan, racial segregation, civil disobedience, apartheid

SPIRITUAL APPLICATIONS:

Research the accomplishments of Seventh-day Adventist in history. In addition to early church pioneers, research recent Seventh-day Adventists and their accomplishments such as:

- Ben Carson: U.S. Presidential Candidate in 2016 and Pediatric Neurosurgeon
- Floyd Morris: President of Jamaican Senate after losing most of his sight
- Mark Finley: Televangelist on TV's *It Is Written*
- Abel Kirui: Won the silver medal in men's marathon at the 2012 Summer Olympics in London

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 25 - pp. 768-786

Chapter 25 Digital Lesson Plans and Presentations

Video - *The Unfinished Nation: The Collapse of Peace* (26:40)

Video - *Hungarians Revolt Against Red Rulers—Newsreels* (3:33)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Cold War Video Quiz* (33:03)

BrainPop video - *Cold War* (4:31)

BrainPop video - *Communism* (4:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Write a narrative in which you imagine life in a divided city, like Berlin.
2. Produce a written summary of Chapter 25 by only looking at maps, pictures, and captions. Discuss how visual information was used to make a complete summary.
3. Discuss what effect the development of atomic weapons had on the Cold War and why.
4. Research the Cuban Missile Crisis. Write a summary of what you would do as President of the United States in such a situation.
5. Write a paragraph or short essay explaining whether you think "the domino effect" was a valid theory.
6. Research Seventh-day Adventist efforts to reach those behind "the iron curtain" during the Cold War.

FOURTH QUARTER · CYCLE 3, UPPER

TOPIC: Building Today's World

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.5** Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
- SS.5-8.GC.6** Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
- SS.5-8.CIP.7** Debate key and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.
- SS.5-8.CIP.8** Discuss the importance of becoming informed in order to make positive civic contributions.

OBJECTIVES:

- Identify dictators of key Latin American countries as well as challenges and conflicts that have been faced in Latin America.
- Explain the challenges Africans faced in building independent nations and issues that have caused conflict in Africa and the Middle East.
- Know factors that caused the collapse of the Soviet Union and Eastern European Communist governments.
- Explain how war can affect a country's global power and how issues in one area of the world can cause conflict in other areas as well.

VOCABULARY: nationalize, embargo, deforestation, refugees, terrorism, détente, glasnost, perestroika, ethnic cleansing, interdependence, pandemic

SPIRITUAL APPLICATIONS:

Review Seventh-day Adventist websites. Discuss how our church is using media and technology. How has the church's outreach and ministry changed over the past 50-100 years?

MCGRAW-HILL RESOURCES:

A History of the World

Chapter 26 - pp. 787-822

Chapter 26 Digital Lesson Plans and Presentations

Video - *Communism and Cuba* (2:43)

Video - *Apartheid's Legacy* (2:26)

Video - *Berlin Wall* (2:08)

Video - *9-11* (8:27)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Digging of the Panama Canal—Newsreels* (2:45)
BrainPop video - *Terrorism* (5:26)
BrainPop video - *Media Literacy* (5:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Prepare a monologue written from the perspective of a modern world leader. You may want to videotape your monologue to share with the class.
2. Considering what you have learned this year about world history, describe the major changes over the time period since your grandparents were children. If possible, interview your grandparents and ask for their assistance with this project.
3. Choose an event discussed in this section. Conduct research and then present your thoughts about why and how this event has changed our world.

CYCLE 4, LOWER

SoSmart Chart: Cycle 4, Lower

CYCLE 4	Grades 1-4	Suggested Pacing
FIRST QUARTER	Good Citizens We Are Citizens People and Authority Good Citizens Help Symbols of Our Country	3 days 2 days 2 days 3 days
	All About Economics Meeting People's Needs Nations Trade Making Choices About Money	2 days 2 days 2 days
SECOND QUARTER	The West The West The Geography of the West The Economy of the West The People of the West	4 days 4 days 4 days 4 days
THIRD QUARTER	The Geography of North America and the Caribbean A Place in Our World The United States and Its Regions Canada Mexico The Caribbean	3 days 3 days 3 days 3 days 3 days
FOURTH QUARTER	The US: Its Land and People From Sea to Sea Our Country's Regions Our Country's Climate Our Economy State and Local Governments Our Nation's Government Our Democratic Values	3 days 2 days 2 days 3 days 2 days 2 days 3 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: We Are Citizens

PACING: 3 Days

STANDARDS:

- SS.K-4.PAG.6** Show how the Ten Commandments relate to governmental laws.
- SS.K-4.CIP.2** Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities.

OBJECTIVES:

- Identify how people can be good citizens at home, school, and in their communities.
- Learn about the rights and responsibilities citizens have and the rules and laws they follow.

VOCABULARY: citizen, rule, law, right, responsibility

SPIRITUAL APPLICATIONS:

Philippians 3:20 – While we are citizens of a country here on earth, our citizenship is in heaven because of our Savior, Jesus.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 106-121

Unit 4 – Unit Opener and Lesson 1
Digital Plans and Presentations

Video – *Everyday Before School* (4:10)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *I Could Do That! Esther Morris Gets Women the Vote* (17:04)
Learn360 video – *School Rules* (1:59)
Learn360 video – *I Can Do It: Taking Responsibility* (11:24)
BrainPop Jr. video – *Rights and Responsibilities* (3:37)
BrainPop Jr. video – *School* (3:11)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 141 – to be continued): Create a “Good Citizens” skit. Rubric is on page 141W.
2. Make a “private” list when you see classmates showing respect and kindness – and then remember to thank people for their kindness and respectful acts!
3. Make a poster about being a responsible citizen at home, at school, or in the community.
4. Using a Venn-diagram, compare and contrast rules at home and school with laws in our communities.
5. Write a paragraph describing what your day would be like without any rules and laws. Would you prefer no rules and law? Why or why not?
6. Discuss how the Ten Commandments are the foundation for many of our rules and laws.

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: People and Authority

PACING: 2 Days

STANDARDS:**SS.K-4.PAG.4** Give examples of people who have the authority to make and enforce rules.**OBJECTIVES:**

- Identify positions of authority.
- Recognize ways to solve conflicts.

VOCABULARY: authority, government, conflict, decision**SPIRITUAL APPLICATIONS:**

Matthew 22:15-22 - Jesus showed by example that we should follow government authority (paying tax) when it does not conflict with God's law.

McGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 122-127

Unit 4 - Lesson 2 Digital Plans and Presentations

Video - *Stop Picking On Me* (14:11)

Video - *Respect for Rules* (5:36)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Rules and Laws: Exploring Communities* (5:46)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 141): Create a "Good Citizens" skit.
2. Brainstorm a list of people with authority. Discuss why these are people have been given authority.
3. Write a story about someone who uses power without authority. Include a way to solve this conflict in your story.
4. Role-play a conflict and ways to resolve the conflict.
5. Complete a T-chart listing people in authority and who gives them "authority" (i.e., President of the United States - the voters give him authority; Parents - God gives them authority).

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Good Citizens Help

PACING: 2 Days

STANDARDS:

- SS.K-4.IGI.8** Participate in age appropriate outreach and service projects.
- SS.K-4.CIP.5** Discuss the importance of gathering information as the basis for informed civic action.

OBJECTIVES:

- Define ways that citizens can make a difference in their school and communities.
- Discuss types and benefits of service projects.

VOCABULARY: service project, activity

SPIRITUAL APPLICATIONS:

Luke 10:25-37 – Review the story of the Good Samaritan. Discuss ways this parable illustrates good citizenship and service to others.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 128-131

Unit 4 – Lesson 3 Digital Plans and Presentations

Video – *Meet Craig Keilburger* (3:19)

Leveled Readers – *Jane Addams and the House That Helped* (TE 30-31); *Patching a Playground*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Community Service Learning* (8:36)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 141): Create a “Good Citizens” skit.
2. Participate in a service project. You may participate in an on-going service project, or you may need to plan and start a new project.
3. Look through local newspapers to find examples of people or groups involved in service projects. Write a thank you card to that group or individual.

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Symbols of Our Country

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.3** Understand that we learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.

OBJECTIVES:

- Describe symbols that have meaning for the United States of America.

VOCABULARY: symbol, democracy, pledge

SPIRITUAL APPLICATIONS:

1 Corinthians 11:26 - Discuss Jesus' Last Supper and how the Communion service is a symbol of Jesus' death for us. If possible, invite the pastor to conduct a Communion service for the students.

MCGRAW-HILL RESOURCES:

Our Community and Beyond

Unit 4 pp. 132-141

Unit 4 - Lesson 4 Digital Plans and Presentations

Video - *Old Glory* (11:14)

Leveled Readers - *Symbols of America*;
Presidential Pooches

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Symbols and Celebrations of America: U.S. Government* (16:58)

Learn360 video - *So You Want to Be President?* (27:25)

Learn360 video - *The Bald Eagle* (00:54)

BrainPop Jr. video - *Statue of Liberty* (4:41)

BrainPop Jr. video - *U. S. Symbols* (5:12)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 141): Create a "Good Citizens" skit. Rubric is on page 141W.
2. Learn the words to "The Star-Spangled Banner" and perform the song for a local event or group.
3. With your classmates, create a bulletin board showing symbols of the United States with some information and facts about each.
4. Make bookmarks decorated with symbols of the United States to distribute at a local nursing home.

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Meeting People’s Needs

PACING: 2 Days

STANDARDS:

- SS.K-4.IDI.4** Explain how individuals have characteristics that are both distinct from and similar to those of others.
- SS.K-4.IGI.3** Tell how the Seventh-day Adventist church positively impacts neighborhoods.
- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.PDC.2** Explain use of God’s gift of natural resources for meeting human needs.

OBJECTIVES:

- Discuss how people meet their needs now and in the past.
- Identify different types of resources and recognize that resources may be limited.
- Describe how the Seventh-day Adventist church positively impacts neighborhoods.

VOCABULARY: consumer, limited resource, community

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Nations Trade

PACING: 2 Days

STANDARDS:

- SS.K-4.PDC.1** Demonstrate how people and communities deal with scarcity of resources.
- SS.K-4.GC.1** Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel.
- SS.K-4.GC.6** Evaluate how the pace of global change has quickened in recent times.

OBJECTIVES:

- Recognize that one nation trades with another to exchange goods and services.
- Understand that global trade has increased.

VOCABULARY: trade, nation

FIRST QUARTER · CYCLE 4, LOWER

TOPIC: Making Choices About Money

PACING: 2 Days

STANDARDS:

- SS.K-4.PDC.5** Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.7** Identify the characteristics and functions of money and its uses.
- SS.K-4.PDC.8** Identify various organizations such as banks and businesses that help people achieve their individual economic goals.

OBJECTIVES:

- Discuss making choices about money.
- Identify the benefits and costs of saving and spending.

VOCABULARY: benefit, cost, personal choice

SPIRITUAL APPLICATIONS:

Matthew 25:14-28 – Read and discuss the parable of the servants and the bags of money. Christians serve as stewards over everything given to us by God, including our money.

MCGRAW-HILL RESOURCES:

Who We Are as Americans

Unit 5 pp. 150-155

Unit 5 – Lesson 3 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Saving* (3:45)
Learn360 video – *Saving vs Borrowing* (3:45)
BrainPop Jr. video – *Saving and Spending* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 155): Make a picture book showing what you have learned about economics. Rubric is on page 155W.
2. Have half the class create a T-chart listing the benefits and costs of spending money. The other half of the class creates a T-chart listing the benefits and costs of saving money. Discuss the charts.
3. Imagine you earned or received \$20 as a gift. Make a plan for how to spend (or save) your money.
4. Discuss how tithes and offerings paid to the local church are used. Invite the church treasurer or another church member to briefly describe church finances.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The West

PACING: 4 Days

STANDARDS:**SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.**OBJECTIVES:**

- Introduction to the Western Region of the United States.
- Learn states and capitals of the West.

VOCABULARY: California, Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming**SPIRITUAL APPLICATIONS:**

Psalm 98 – Read this psalm, noticing all the references to things in nature (i.e., mountains, rivers) that give praise to God. Discuss what David means by giving them the ability to praise.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 251-255

Unit 7 – Unit Opener Digital Plans and Presentations

Leveled Reader: *Volcano!*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *What is the Oldest National Park?* (1:03)

Learn360 video –
What is the World's Most Active Volcano? (00:52)

Learn360 video – *Polar Bears* (3:05)

Learn360 video – *Discovers and American*
video series – has a video for each state

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 282 – to be continued): Write an expository essay about the geography, economy, and people of the West (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 282W. An alternate activity might be to create a collage showing life and work in the West as described on p. 282.
2. Begin the “Foldables” activity on p. 251 (continue throughout the content on the West).
3. Make a collage featuring pictures from The West. Discuss similarities and differences you see in these pictures.
4. Make cards with names of states and capitals of the West. Play a memory match game with the cards.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The Geography of the West

PACING: 4 Days

STANDARDS:

- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals.

OBJECTIVES:

- Introduce the many environments and climates of the West.
- Identify major mountain ranges, lakes, and rivers of the West.

VOCABULARY: earthquake, magma, geyser, timberline

SPIRITUAL APPLICATIONS:

Genesis 7:11, 12 – Review the story of The Flood. What evidences do we see of “all the springs of the great deep burst forth, and the floodgates of the heavens were opened” in the West?

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 256-265

Unit 7 – Lesson 1 Digital Plans and Presentations

Leveled Readers – *Earthquake Heroes;*
Ancient Giants of the Forest; Changing Earth;
Rivers and Mountains of the United States; Faraway Home

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Mountain States Region: North American GeoQuest* (25:06)

Learn360 video – *Pacific Region: North American GeoQuest* (24:43)

Learn360 video – *Weather Maps* (1:27)

Learn360 video – *Climate* (14:19)

Learn360 video – *Maps Show Our World* (9:54)

BrainPop Jr. video – *Fast Land Changes* (5:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West.
2. List all the states where the Rocky Mountains are located. Define Continental Divide.
3. Choose a city or town in the West. On a line graph record the weather (temperature and precipitation) for that city for ten school days. Compare your graph with your classmates' graphs of different cities or towns in the West.
4. Using a map of one of the Western states, locate interstate highways, U.S. highways, and state highways by using the map legend. Plan a trip from one place to another in that state and tell which highways/roads you would take.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The Economy of the West

PACING: 4 Days

STANDARDS:

- SS.K-4.PDC.4** Investigate what people and communities gain and give up when they make a decision.
- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems.
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

OBJECTIVES:

- Describe the rich natural resources found in the West.
- Show how different landforms affect the local economies.
- Discuss different industries, including tourism and the service industry, in the West.

VOCABULARY: telecommunications, conservationist

SPIRITUAL APPLICATIONS:

Psalm 119:72 – For centuries gold and silver have been considered valuable, but David says the laws of God are more precious than gold and silver.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 266-273

Unit 7 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Computers Then and Now; Telephones Then and Now; Oil Spills; The Story of San Francisco*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Oil Spill!* (5:13)

Learn360 video – *Geography: Exploring Communities* (6:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West.
2. Write and act out a skit showing why federal jobs are so important in the West.
3. Using a Venn diagram, compare ranching in the West with farming in the Northeast or Southeast.
4. Create a menu for one day. See how many foods/products you plan to use come from the West.

SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The People of the West

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.3** Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.
- SS.K-4.PPE.7** Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Describe ways of life of Native American groups in the West.
- Trace the movement of groups of people to the West.
- Discuss celebrations and tourist attractions in the West.

VOCABULARY: bison, rodeo

SPIRITUAL APPLICATIONS:

Look up the definition of “pioneer.” See how many “pioneer” Bible characters/stories students can identify.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 7 pp. 274-282

Unit 7 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Save Paper, Save Trees*;

There’s Gold in Those Hills!; Towns of the Old West;

John Sutter California Settler; Americans on the Move;

John Muir Friend of Nature; Expanding the United States;

Rachel Carson Caring for the Earth; Gold!

ADDITIONAL RESOURCES / CONNECTIONS:

Book – *John Muir and Stickeen – An Icy Adventure with a No-Good Dog* by Julie Dunlap and Marybeth Lorbiecki

Learn360 video – *Pushing Westward Video Quiz* (26:20)

Learn360 video segment – *Dog Sled Racing* (4:31)

BrainPop video – *Railroad History* (4:59)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West. Rubric is on p. 282W.
2. Write a paragraph summarizing why different groups of people headed West.
3. Make a list (by season) of recreational/tourist activities that can be enjoyed in the West.
4. Imagine you are traveling with a wagon train heading to the West. Make several journal entries describing what you might see or experience on your trip.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: A Place in Our World

PACING: 3 Days

STANDARDS:

SS.K-4. PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

OBJECTIVES:

- Use maps to understand where we live.
- Identify and use political, physical, elevation, and population maps.
- Recognize and use map scales.

VOCABULARY: geography, model, distortion, continent, landform, elevation

SPIRITUAL APPLICATIONS:

Ecclesiastes 1:5-7. What do these verses tell us about our world and God's design and plan for it?

McGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 2-19

Unit 1 - Unit Opener and Lesson 1
Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Basic Map Skills* (15:32)

Learn360 video - *Physical Features* (12:08)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 51 -- to be continued): Create a travelogue about the geography of North American and the Caribbean. Rubric is on page 51W.
2. Using a physical, political, population, or elevation map of the United States, create a true or false quiz about the information you find on the map.
3. Locate a variety of maps from atlases, online resources, and other sources. Have students locate the map title, compass rose, map scale, and map legend on the various maps.
4. Create a story in which a character needs a map. Describe what kind of map would be most helpful to the character and why.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: The United States and Its Regions

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.
- SS.K-4.PPE.5** Discuss the Christian's responsibility for the environment.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.

OBJECTIVES:

- Discuss physical features of the United States.
- Learn about vegetation, climate, resources, and landmarks of the regions of the United States.

VOCABULARY: region, climate, vegetation, phosphate

SPIRITUAL APPLICATIONS:

Genesis 2:15 – What was God's original "work" for man? As Christians today, how can we continue the work God assigned to Adam?

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 20-31

Unit 1 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Rivers and Mountains of the United States*; *John Muir: Father of Our National Parks* (T16, T17); *Energy and Our Natural Resources*; *The Places We Live*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *My America: A Poetry Atlas of the United States: Reading Rainbow* (27:28)

Learn360 video – *What is the southernmost point in the United States?* (00:36)

Learn360 video – *What is the highest waterfall in the United States?* (00:58)

Learn360 video – *What is the northernmost point in the United States?* (00:38)

Learn360 video – *What is the longest river in the United States?* (00:59)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean.
2. Complete a five-column chart including the following information about the five regions of the United States: climate, vegetation, natural resources, and landmarks.
3. Choose one region of the United States. Make a poster highlighting what you find especially interesting about that region of our country.
4. Make a PowerPoint presentation about an interesting landmark in the United States. Share the presentation with your classmates.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: Canada

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of Canada.

VOCABULARY: locate, tundra, arable land

SPIRITUAL APPLICATIONS:

Genesis 8:20-22 – Read and discuss God’s promise to Noah (and us) after the Flood. What does this promise tell us about Earth’s seasons and climate?

McGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 32-37

Unit 1 – Lesson 3 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video -- *Canada: Its Land, Resources & Economy: Our North American Neighbors* (18:12)

Learn360 video –

What is the largest bay in the world? (01:05)

Learn360 video segment – *Salt Marsh Grasses* (3:16)

BrainPop Jr. video – *Arctic Habitats* (5:45)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean.
2. Find a photo of the tundra. Describe what you would see if you were standing on the tundra. Try to use lots of descriptive words!
3. Using the map on p. 35, make a T-chart listing Canada’s resources and how each resource is used by people.
4. Research the Bay of Fundy. What makes this bay so unusual?

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: Mexico

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.
- SS.K-4.PPE.5** Discuss the Christian's responsibility for the environment.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of Mexico.

VOCABULARY: plateau, peninsula, arid**SPIRITUAL APPLICATIONS:**

Exodus 23:10, 11 – What guidance does God give the Israelites about land used for growing crops. Do farmers “rest” the land today in this way?

McGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 38-43

Unit 1 – Lesson 4 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Mexico: Its Land, Resources & Economy: Our North American Neighbors* (19:11)

BrainPop Jr. video – *Mexico* (5:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean.
2. Make an elevation map of Mexico. Use an outline map of the country and use different colors to show elevation. Include a title, map legend, and compass rose on your map.
3. Choose at least three resources grown as crops in Mexico. Describe what type of climate is needed for these crops.

THIRD QUARTER · CYCLE 4, LOWER

TOPIC: The Caribbean

PACING: 3 Days

STANDARDS:

- SS.K-4.PPE.4** Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment.

OBJECTIVES:

- Investigate the geography, vegetation, climate, resources, and landmarks of the Caribbean.

VOCABULARY: satellite image, humidity, maritime climate

SPIRITUAL APPLICATIONS:

Psalm 146:6 – “He is the Maker of heaven and earth, the sea, and everything in them— He remains faithful forever.” Discuss the great variety in God’s creation of tropical fish and plants.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 1 pp. 44-51

Unit 1 – Lesson 5 Digital Plans and Presentations

Video – *Physical Features* (12:08)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Landscape: Landmarks – Caribbean Islands* (19:48)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 51): Create a travelogue about the geography of North American and the Caribbean. Rubric is on page 51W.
2. Volcanoes can be found in the United States, Canada, Mexico, and the Caribbean. Research a volcano from one of these regions and make an illustrated poster showing what the volcano looks like. Include some interesting facts about the volcano.
3. Imagine a day spent in a location with a maritime climate. Describe what you might see, feel, hear, and do on that day.
4. Using “Google Earth,” find locations in the Caribbean. What information can you find by using satellite images that we find difficult to notice on maps.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: From Sea to Sea

PACING: 3 Days

STANDARDS:**SS.K-4.C.5** Describe how culture may change in response to changing needs and concerns.**OBJECTIVES:**

- Recognize that the United States varies greatly in its landforms, waterways, and resources.
- Identify landforms of the United States.

VOCABULARY: mineral, erosion, tributary, plateau, basin**SPIRITUAL APPLICATIONS:**

Matthew 14:23, Mark 6:46, and Luke 6:12 – In each passage Jesus goes to the mountains to pray. Why do you think Jesus did that? Where do we go to pray?

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 65-77

Unit 2 – Unit Opener and Lesson 1
Digital Plans and Presentations

Leveled Reader – *Desert Animals and Plants*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Geography: Exploring Communities* (6:37)

Learn360 video – *My America: Reading Rainbow* (27:28)

Learn360 video segment – *An Ecosystem* (1:21)

BrainPop Jr. video – *Landforms* (4:37)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 122 – to be continued): Write an expository essay about one of the regions of the United States. Rubric is on page 122W. An alternative activity might be to make a travel advertisement as described on p. 122.
2. Begin the “Foldables” activity on p. 65 (continue throughout the content this quarter).
3. Make a postcard display. Cut out pictures from magazines to illustrate variety in landforms and climates in the United States.
4. Write a paragraph discussing reasons for the shift in population from rural to urban in the United States. (Use the table on the following website to assist students in finding statistics.)
www.census.gov/population/censusdata/table-4.pdf

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Country's Regions

PACING: 2 Days

STANDARDS:

- SS.K-4.PPE.5** Discuss the Christian's responsibility for the environment.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.
- SS.K-4.STS.1** Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks.

OBJECTIVES:

- Recognize that dividing the United States into regions helps us understand it more easily.
- Identify the five regions of the United States.
- Understand that states in a region share resources.

VOCABULARY: region, economy, agriculture, interdependent

SPIRITUAL APPLICATIONS:

Use the Nov-Dec 2009 edition of Visionary for Kids which includes a number of Bible study and activity ideas on being a "green" Christian.
www.whiteestate.org/vez/oct09/VeZ_Green_web.pdf

MCGRAW-HILL RESOURCES:

Our Country and Its Regions
Unit 2 pp. 78-83
Unit 2 - Lesson 2 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Impacts on Earth* (11:02)
BrainPop Jr. video - *Natural Resources* (5:06)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Discuss the meaning of "interdependence." Describe situations where states and regions are dependent on each other (i.e., pollution control, water management).
3. List natural resources in the region of the United States in which you live. Are some resources from your region transported to other regions? Does your region use resources from other regions? How has the use of technology changed the way we share resources?
4. Write a story illustrating how pioneers survived on what came from their own community rather than relying on resources from other regions of the country.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Country's Climate

PACING: 2 Days

STANDARDS:

- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals.

OBJECTIVES:

- Recognize various factors that affect climate.
- Identify types of extreme weather and the regions in which types of extreme weather typically occur.

VOCABULARY: precipitation, rain shadow, lake effect, tornado, hurricane

SPIRITUAL APPLICATIONS:

Matthew 16:1-3 – Even in Bible times people had ways of “predicting” the weather. But Jesus warned about being more interested in tomorrow’s weather than the signs of the end.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 84-91

Unit 2 – Lesson 3 Digital Plans and Presentations

Leveled Reader – *Rivers and Mountains of the United States*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Weather and Climate: Real World Science* (15:06)

Learn360 video segment – *Death Valley Temperature* (1:40) – rain shadow described

Learn360 video segment – *Lake Effect Snow Around Lake Ontario* (5:17) – may be too technical for some groups

Learn360 video segment – *Hurricane Fuel* (1:53)

Learn360 video segment – *Tornado Alley* (3:14)

BrainPop Jr. video – *Water Cycle* (5:25)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Compare and contrast tornadoes and hurricanes using a Venn diagram.
3. Make a poster illustrating “rain shadow” or “lake effect.” Name some places in the United States where these weather conditions exist.
4. Choose a city or town in each of the five regions. Record the daily high and low temperature, the precipitation, and unusual weather for that city for several days. Then write a paragraph describing the climate in that city for this season of the year.
5. Create a brochure describing the climate for a place you would like to live in the United States.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Economy

PACING: 3 Days

STANDARDS:

- SS.K-4.STS.4** Illustrate how media and technology are a part of every aspect of our lives.
- SS.K-4.PDC.10** Describe the characteristics of a market economy.

OBJECTIVES:

- Recognize the difference between needs and wants.
- Describe the role that banks play in the economy.
- Summarize the circular flow of the economy.

VOCABULARY: producer, capital resources, natural resources, human resources, interest, credit

SPIRITUAL APPLICATIONS:

John 2:13-16 - Jesus cleared the temple of the sellers and money changers because this was His Father's house and not a place for business. Does this mean Jesus was against the business of buying and selling?

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 92-99

Unit 2 - Lesson 4 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video - *Needs and Wants* (3:44)
BrainPop Jr. video - *Saving and Spending* (5:17)
BrainPop video - *Credit Cards* (3:56)
BrainPop video - *Interest* (4:45)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Make a list of events or circumstances that can cause an item to be scarce. Describe what happens to the price of a scarce item.
3. Imagine you run a business. Describe your business and what kind of resources (capital, natural, and human) you will need for your business.
4. Plan a field trip to a local bank. If possible, find a bank that allows student accounts.
5. Write and perform a skit showing the "circular flow" of the economy.
6. Role-play how our economy would be different if we didn't have technology (i.e., computers, Internet, card readers).

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: State and Local Governments

PACING: 2 Days

STANDARDS:

- SS.K-4.PAG.2** Describe the basic elements of government in the United States: executive, legislative, and judicial authority.
- SS.K-4.PAG.9** Explain the ways in which governments meet the needs and wants of citizens.

OBJECTIVES:

- Recognize that government power is shared.
- Identify how state and local governments work and the main way they raise money.

VOCABULARY: legislative branch, executive branch, judicial branch, constitution, veto, municipal

SPIRITUAL APPLICATIONS:

Romans 13:6, 7 – Paul writes that we should comply with laws of the government, including paying taxes for “the authorities are God’s servants.”

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 100-107

Unit 2 – Lesson 5 Digital Plans and Presentations

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop Jr. video – *Local and State Government* (4:24)
Learn360 video segment – *Latitude and Longitude* (3:25)
BrainPop video – *Latitude and Longitude* (4:07)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Write a short speech you might give if you were running for governor of your state. What are the issues you might talk about?
3. Invite a town or city council member to talk about tax collection and how those taxes are spent in the local community.
4. Make a poster illustrating the steps in making a law.
5. Find the “address” of your community using latitude and longitude.

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Nation's Government

PACING: 2 Days

STANDARDS:

- SS.K-4.PAG.5** Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, check and balances, minority rights, and the separation of church and state.
- SS.K-4.PDC.9** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.

OBJECTIVES:

- Describe the type of government we have in the United States.
- Understand the powers and duties of the three branches of the national government.
- Discuss the role of tribal government in the United States.

VOCABULARY: federal, democracy, citizen, reservation, sovereign

SPIRITUAL APPLICATIONS:

Compare and contrast the work of UNICEF and ADRA.

- ADRA operates 134 local offices around the world.
- ADRA has programs for children, water improvement, nutrition, community health, social justice, and disaster relief.
- Visit www.ADRA.org for stories about their work

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 108-113

Unit 2 – Lesson 6 Digital Plans and Presentations

Leveled Readers – *The Supreme Courts;*
Understanding Our Government

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –
Government: Sharing and Balancing Power (00:54)

Learn360 video segment –
UNICEF and Alternative Technologies (1:24)

BrainPop Jr. video – *Branches of Government* (5:46)

BrainPop Jr. video – *President* (5:02)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States.
2. Share your opinion. Do you think having the three branches of government is a good idea? State reasons for your opinion.
3. Write a classroom story entitled “A Day in the Life of the President.” One student will write a sentence, then pass to the next student who will write another sentence, and so on. Have one student read the entire story to the class when everyone has added their sentence.
4. Research a tribal government or reservation near your community.
5. Find names and photos of your state’s U.S. senators and representative(s).

FOURTH QUARTER · CYCLE 4, LOWER

TOPIC: Our Democratic Values

PACING: 3 Days

STANDARDS:

- SS.K-4.TCC.6** Identify the accomplishments of Seventh-day Adventists in history.
- SS.K-4.IDI.8** Examine how individuals change over time.
- SS.K-4.IDI.15** Identify people, groups, and institutions that contribute to development.
- SS.K-4.IGI.4** Identify characteristics that distinguish individuals.
- SSK-4.IGI.7** Examine how the rules and norms of groups to which they belong impact their lives.

OBJECTIVES:

- Recognize that citizenship involves both rights and responsibilities.
- Understand that citizens have the power to change things.
- Identify the values and beliefs that unite Americans.

VOCABULARY: jury, patriotism, rule of law, justice

SPIRITUAL APPLICATIONS:

1 Corinthians 12:12-27 – Paul discusses how the body is diverse, but unified. As a diverse nation, how can we be unified? As a diverse church, how can we be unified?

Research pioneer Seventh-day Adventists (i.e., J. N. Loughborough, J. N. Andrews, Ellen White).

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 2 pp. 114-122

Unit 2 – Lesson 7 Digital Plans and Presentations

Leveled Reader: *Symbols of America; Getting Out the Vote; L. Douglas Wilder: A Call for Change*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Representative Democracy* (00:53)
 Learn360 video – *Direct Democracy: Town Meetings* (00:51)
 Learn360 video segment – *The Jury and Courtroom* (2:26)
 BrainPop Jr. video – *Rights and Responsibilities* (3:37)
 BrainPop Jr. video – *Susan B. Anthony* (4:20)
 BrainPop Jr. video – *Martin Luther King, Jr.* (6:05)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 122): Write an expository essay about one of the regions of the United States. Rubric is on page 122W.
2. Compare and contrast how the teacher and students work together for the “common good” and how citizens can work for the “common good” in their community.
3. Make a bulletin board with your classmates highlighting patriotism.
4. Role-play situations showing the rule of law and justice being used appropriately and inappropriately.
5. Make two lists: one of citizen rights and one of citizen responsibilities. Are some concepts on both lists?
6. Describe changes in equality in our country. Identify reasons for these changes in the United States.
7. Discuss characteristics that show the diverse culture of America.
8. Write a paragraph about how the beliefs of the Seventh-day Adventist church encourage good citizenship.

CYCLE 4, UPPER

SoSmart Chart: Cycle 4, Upper

CYCLE 4	Grades 5-8	Suggested Pacing
FIRST QUARTER	The Reconstruction Era	5 days
	Opening the West	5 days
	The Industrial Age	4 days
	An Urban Society	3 days
SECOND QUARTER	The Progressive Era	4 days
	Rise to World Power	4 days
	World War I	5 days
	The Jazz Age	4 days
THIRD QUARTER	The Depression and the New Deal	6 days
	America and World War II	6 days
	The Cold War Era	5 days
FOURTH QUARTER	The Civil Rights Era	4 days
	The Vietnam Era	4 days
	A Troubled Nation	5 days
	New Challenges	4 days

Note: The pacing is based on one hour per day.

FIRST QUARTER · CYCLE 4, UPPER

TOPIC: The Reconstruction Era

PACING: 5 Days

STANDARDS:

- SS.5-8.PPE.3** Describe concepts such as: location, region, place, and migration, as well as human and physical systems.
- SS.5-8.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.
- SS.5-8.PAG.1** Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.
- SS.5-8.CIP.3** Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.

OBJECTIVES:

- Compare and contrast plans for Reconstruction.
- Analyze black codes and the federal government's responses to them.
- Describe what life was like for African Americans in the South during Reconstruction.

VOCABULARY: Reconstruction, amnesty, black codes, impeach, scalawag, corruption, integrated, sharecropping, poll tax, literacy test, segregation

SPIRITUAL APPLICATIONS:

Genesis 50:15-21 – Review the story of Joseph's forgiveness of his brothers. Discuss how to deal with hurt feelings and betrayal.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 18 – pp. 491-516

Chapter 18 Digital Lessons Plans and Presentations

Video – *The Aftermath of War* (5:23)

Video – *Reconstruction* (2:22)

Video – *Justice Denied* (3:16)

ADDITIONAL RESOURCES / CONNECTIONS:

A brief review of the Civil War (Chapters 16 & 17) would be beneficial at the beginning of this year's studies.

Learn360 video –

Reconstruction of the US: American History (28:46)

Learn360 video – *The Presidents: 1865-1885* (45:10)

Learn360 video segment – *Reconstruction* (2:41)

Learn360 video segment – *Amendment 14* (4:26)

BrainPop video – *Reconstruction* (6:35)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Using a three-circle Venn diagram, compare Lincoln's Ten Percent plan, the Radical Republicans' plan and Johnson's plan.
2. Make a three-column chart which lists changes in government, changes related to the economy, and social changes during the Reconstruction period.
3. Write an essay about how Lincoln's assassination changed the course of history.
4. Work in small groups to conduct research to find current or recent court cases in which the Fourteenth Amendment plays a role.
5. Create a journal entry as a member of a sharecropper family. Be sure to include similarities and differences with slavery.
6. Write a short essay explaining the importance of "due process" and "equal protection."

FIRST QUARTER · CYCLE 4, UPPER

TOPIC: Opening the West

PACING: 5 Days

STANDARDS:

- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.3** Describe concepts such as: location, region, place, and migration, as well as human and physical systems.
- SS.5-8.IDI.2** Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.5-8.PDC.7** Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors.

OBJECTIVES:

- Discuss railroads and their importance to the mining industry and opening of the West.
- Describe what brought more settlers to the Great Plains.
- Determine the cause and effect of the conflicts between the Native Americans and white settlers.
- Explain the ideas of the Populist Party.

VOCABULARY: subsidy, transcontinental, time zones, vaquero, homestead, sodbusters, dry farming, nomadic, reservation, National Grange, populism

SPIRITUAL APPLICATIONS:

Genesis 2:2, 3 – God initiated a plan of work and rest for man from Creation. Discuss how to balance work and leisure and how to include physical, mental, emotional, social, and spiritual efforts into our daily lives.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 19 – pp. 517-546

Chapter 19 Digital Lessons Plans and Presentations

Video – *Building the Railroads* (3:31)

Video – *Settling the West* (3:58)

Video – *The Populist Party* (2:06)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –

Heartland: America – The Story of Us (43:55)

Learn360 video –

Populist Challenge: Transforming America (28:44)

Note: First segment involves the Wizard of Oz

Learn360 video segments – *Settlers on the Great Plains and How to Build a Sod Home* (9:00)

Learn360 video segment – *Joseph* (2:22)

BrainPop video – *Railroad History* (4:59)

BrainPop video – *Time Zones* (3:31)

BrainPop video – *Wounded Knee Massacre* (4:19)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Working in small groups, develop a board game representing experiences of settlers in the West.
2. Create dialogue between a rancher and a farmer which illustrates the conflicts these groups had in opening the West.
3. Make a picture book to share with a younger student about the life of a homesteader.
4. Write a two-paragraph paper assessing attitudes of white settlers and Native Americans toward each other during this period.
5. Paint or draw a picture illustrating life of a settler (home, scenery, daily activities).
6. Plan a daily schedule in which you allow for work and leisure. Incorporate physical, mental, emotional, social, and spiritual activities in your daily schedule.

FIRST QUARTER · CYCLE 4, UPPER

TOPIC: The Industrial Age

PACING: 4 Days

STANDARDS:

- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.PDC.3** Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative.
- SS.5-8.PDC.6** Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

OBJECTIVES:

- Analyze the importance of the railroad in the Industrial Age.
- Identify and evaluate new inventions of the Industrial Age.
- Discuss the impact of mass production on the U.S. economy.
- Describe working conditions during the Industrial Age.

VOCABULARY: consolidation, railroad baron, standard gauge, Model T, assembly line, mass production, entrepreneur, stock, shareholders, dividend, monopoly, sweatshops, labor unions

SPIRITUAL APPLICATIONS:

2 Corinthians 9:6-11 – Discuss the responsibility of making appropriate choices with our money. In addition to giving tithes and offerings, what should we do to help others? Discuss wealthy people from this lesson who helped their communities.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 20 – pp. 547-572

Chapter 20 Digital Lessons Plans and Presentations

Video – *The Builders of Our Railroads* (6:57)

Video – *Thomas Edison* (4:53)

Video – *Andrew Carnegie* (2:16)

Video – *Triangle Shirtwaist Factory Fire* (3:39)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The American Industrial Revolution* (27:01)

Learn360 video segment – *The Ford Model T* (4:50)

BrainPop video – *Industrial Revolution* (3:41)

BrainPop video – *Assembly Line* (2:22)

BrainPop video – *Stocks and Shares* (2:54)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Keep a “technology log.” Record down any time you use, or observe being used, any of the inventions (or similar inventions) discussed in this chapter.
2. Create an historical calendar or time line of people and events of the Industrial Age.
3. Develop an advertisement/brochure illustrating how the railroad companies competed for customers.
4. Write a short paper on the Ford Model T and how the automobile has affected life in the United States.
5. Outline a plan for turning a company into a corporation and raising capital.
6. Write a narrative about a young person approximately your age working during the Industrial Age.

FIRST QUARTER · CYCLE 4, UPPER

TOPIC: An Urban Society

PACING: 3 Days

STANDARDS:

- SS.5-8.C.8** Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions.
- SS.5-8.IDI.10** Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.
- SS.5-8.IGI.4** Identify ways that Seventh-day Adventist organizations work to improve life in communities.
- SS.5-8.IGI.6** Investigate how groups and institutions change over time.
- SS.5-8.IGI.12** Participate in age appropriate outreach and service projects.

OBJECTIVES:

- Identify reasons different groups of immigrants came to the United States.
- Evaluate what happened to many immigrants and ways they chose to adapt to the United States, but still retain their cultural identity.
- Discuss changes to American culture during this period.

VOCABULARY: ethnic groups, steerage, assimilate, nativist, urban, tenement, slum, middle class, suburbs settlement house, land-grant college, spectator sport

SPIRITUAL APPLICATIONS:

Review the Adventist Community Services website: <http://www.communityservices.org/>.

Discuss how the local Seventh-day Adventist church works to improve life in your community.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 21 – pp. 573-598

Chapter 21 Digital Lessons Plans and Presentations

Video – *Huddled Masses in the City* (6:13)

Video – *Urbanization* (2:05)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –

U.S. That's Us – Vol 1 – Jane Addams (4:49)

Learn360 video segment –

“How the Other Half Lives:” New York Slums (3:13)

Learn360 video segment – *Origins of Chinatowns* (3:05)

BrainPop video – *Immigration* (3:32)

BrainPop video – *Geography Themes* (4:04)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research an institution, piece of literature, magazine/newspaper, or form of entertainment mentioned in this lesson. Write a short paper discussing how this topic represents a changing culture.
2. Divide the class into two groups and have them debate the pros and cons of city life. Consider why families would want to live in a city as opposed to the countryside.
3. As a class, participate in an outreach or community service project.
4. Make a model of a suspension bridge. Write a paragraph telling how bridges contributed to the growth of cities.
5. Research and then prepare a presentation about communities that were established by new immigrants (i.e., Chinatown or Little Italy).
6. Create a two-column chart which compares conditions of the 1860s with those of the early 1900s.

SECOND QUARTER · CYCLE 4, UPPER

TOPIC: The Progressive Era

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.2** Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.CIP.5** Interpret key documents and excerpts from key sources that define and support democratic ideals and practices.
- SS.5-8.CIP.7** Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

OBJECTIVES:

- Identify reforms that emerged and changes in society during the Progressive Era.
- Analyze the impact that U.S. Presidents had on reforms during this era.
- Discuss the causes and consequences of prejudice and injustice in American society.

VOCABULARY: muckraker, initiative, referendum, recall, suffragist, prohibition, trustbuster, Square Deal, conservation, discrimination, segregation, barrios

SPIRITUAL APPLICATIONS:

Discuss the role of women and ethnic groups in the Seventh-day Adventist world and local church.

- Ellen G. White: Prophet, Author, Church Pioneer
- Visit www.adventist.org/en/world-church/general-conference/leadership. Is the world church leadership group diverse?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 22 - pp. 599-630

Chapter 22 Digital Lessons Plans and Presentations

Video - *Ida Tarbell and Oil Reforms* (3:09)

Video - *Woman Suffrage* (3:00)

Video - *Theodore Roosevelt Biography* (1:26)

Video - *Separate but Equal* (2:00)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video -
The Progressive Era: American in the 20th Century (27:32)

Learn360 video segment -
Amendment 19: Women's Right to Vote (2:45)

Learn360 video segment - *Prohibition* (4:15)

BrainPop video - *Theodore Roosevelt* (5:45)

BrainPop video - *Natural Resources* (3:44)

BrainPop video - *Women's Suffrage* (3:53)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Present a skit with your classmates illustrating a key figure's contribution(s) during the Progressive Era.
2. Compare and contrast socialism and progressivism using a Venn diagram or other graphic organizer.
3. Write a persuasive essay about regulating the sale of alcohol. Include reference to the 18th and 23rd Amendments.
4. Discuss how reporters influenced social and political reforms. Does the media (TV, radio, newspapers) influence reform today?
5. Make a list of changes in election policies that gave the people a greater voice in their government during this time.
6. Research a group that continued to face discrimination in the Progressive Era. Present your findings to the class.

SECOND QUARTER · CYCLE 4, UPPER

TOPIC: Rise to World Power

PACING: 4 Days

STANDARDS:

- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.STS.2** Develop a logical argument that there are gaps in access to science and technology around the world.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues affect the health and well-being of Earth and its inhabitants.
- SS.5-8.GC.4** Point out how global problems and possibilities are not generally caused or developed by any one nation.
- SS.5-8.GC.7** Discuss and analyze the unique message and mission of the Seventh-day Adventist church.

OBJECTIVES:

- Identify the causes and effects of imperialism in the late 1800s.
- Explain how the United States acquired territories in the Pacific after the Spanish-American War.
- Summarize the arguments of both imperialists and anti-imperialists.
- Draw conclusions about how the Panama Canal affected U.S. relations with Latin America.
- Analyze the U.S. role in the Mexican Revolution.

VOCABULARY: isolationism, expansionism, imperialism, provisional government, spheres of influence, armistice, protectorate, territory, isthmus, anarchy, dollar diplomacy

SPIRITUAL APPLICATIONS:

At a time in history when other churches were also sending missionaries, how was the Seventh-day Adventist church's work unique? Review the Seventh-day Adventist mission statement and unique mission:

<https://www.adventist.org/en/information/official-statements/statements/article/go/-/mission-statement-of-the-seventh-day-adventist-church/>

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 23 – pp. 631-654

Chapter 23 Digital Lessons Plans and Presentations

Video – *William H. Seward and Alaska* (3:04)

Video – *U.S. Imperialism* (1:51)

Video – *The Spanish-American War* (4:26)

Video – *Latin American Imperialism* (1:36)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Three Key Expansionist Events* (5:36)

Learn360 video segment – *William McKinley: Spanish American War* (2:06)

Learn360 video – *The Presidents: 1885-1913* (45:09)

Learn360 video – *Panama Canal: The Mountain and the Mosquito* (52:57)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Assume the role of a person living in the late 1800s or early 1900s (a Rough Rider, a Panama Canal worker, Theodore Roosevelt) and write a letter to a loved one describing a particular event/conflict.
2. Prepare a PowerPoint presentation about one of the acquisitions of the United States (i.e., Alaska, Hawaii, the Philippines).
3. Write a newspaper article about one of the events covered in this chapter.
4. Develop a time line for the building and use of the Panama Canal. Include some interest facts like fees charged to use the canal, size, etc.
5. Discuss how the United States' rise as a world power helped developing countries gain access to scientific and technology advances.

SECOND QUARTER · CYCLE 4, UPPER

TOPIC: World War I

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.6** Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.IGI.10** Explain that when two or more groups with different norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PDC.10** Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption.

OBJECTIVES:

- Discuss the cause and effect factors that led to the outbreak of war in Europe.
- Describe how advances in technology and battle strategy changed the nature of war.
- Recognize the historical perspectives that led the United States to initially remain neutral, but finally enter World War I.
- Analyze the circumstances that caused Germany to begin losing the war and appeal for an armistice.
- Discuss legislation the American government passed to control public opinion during World War I.
- Identify reasons why the U.S. Senate rejected the Treaty of Versailles and the League of Nations.

VOCABULARY: nationalism, militarism, alliance system, balance of power, stalemate, U-boats, autocracy, kaiser, mobilization, rationing, socialist, pacifist, dissent, reparations

SPIRITUAL APPLICATIONS:

Galatians 5:22, 23 - Peace is listed in the list of "the fruit of the Spirit." What does "peace" mean in this verse?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 24 - pp. 655-686

Chapter 24 Digital Lessons Plans and Presentations

Video - *The Dawn of World War I* (3:37)

Video - *American Enters the War* (4:54)

Video - *Trench Warfare* (3:03)

Video - *Mobilizing the U.S. Population into World War I* (2:39)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video -

Dear Home: Letters from World War I (46:04)

Learn360 video segment -

First Large Scale Modern War (1:53)

BrainPop video - *World War I* (3:54)

BrainPop video - *League of Nations* (3:40)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a map showing the Central and Allied countries. Insert a paragraph on your map explaining where most of the fighting occurs.
2. Record a "radio" news report describing the assassination of Archduke Ferdinand and what happened as a result of his death.
3. Research some form of technology or advancement in military weapons that changed the way war was fought. Illustrate your findings on a poster.
4. Complete a two-column chart listing reasons why some Americans favored the Central Powers and some favored the Allies.
5. Have a student panel discuss whether it is ever appropriate to censor criticism of the government.
6. Write a journal entry about the Treaty of Versailles. Declare your perspective in your entry.

SECOND QUARTER · CYCLE 4, UPPER

TOPIC: The Jazz Age

PACING: 4 Days

STANDARDS:

- SS.5-8.C.10** Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
- SS.5-8.IDI.8** Discuss how individuals' choices influence identity and development.
- SS.5-8.PDC.11** Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government.

OBJECTIVES:

- Discuss the causes of racial tension.
- Evaluate America's role in foreign affairs.
- Identify results of economic policies of the government.
- Summarize how the increasing number of automobiles and electricity transformed America's industries and changed life at home.
- Evaluate the effect of mass media on society.

VOCABULARY: capitalism, anarchists, deported, laissez-faire, recession, gross national product, mass media, expatriate, evolution, nativism

SPIRITUAL APPLICATIONS:

Genesis 1 & 2 – The debate over the beginning of mankind (Creation vs evolution) still continues today. How does your belief in Creation or evolution affect your self-identity? Your choices?

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 25 – pp. 687-710

Chapter 25 Digital Lessons Plans and Presentations

Video – *Cars and Prosperity* (2:12)

Video – *The 1920s* (1:30)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1913-1945* (45:09)

Learn360 video – *The Roaring Twenties: America in the 20th Century* (27:38)

Learn360 video segment – *Transatlantic Flight* (4:42)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. In a short essay, define gross domestic product (or GDP) and what caused the increase of GDP in the 1920s.
2. Using a Venn diagram, compare the culture clashes and issues in the 1920s to those of today.
3. Discuss the Scopes Trial. How is this issue still controversial today? Describe the difference in what is allowed to be taught in public school and private school.
4. Describe (in writing or orally) how President Harding's administration might have been different if he had appointed skilled people instead of appointing political friends.
5. Create a short skit illustrating changes in America as a result of increased automobiles and electricity.

THIRD QUARTER · CYCLE 4, UPPER

TOPIC: The Depression and the New Deal

PACING: 6 Days

STANDARDS:

- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.4** Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Explain why the stock market crashed and how the Great Depression brought hardship.
- Summarize the New Deal and the Second New Deal and how they affected American life.
- Describe difficulties faced by Americans during the Great Depression.

VOCABULARY: invest, stock exchange, default, relief, public works, subsidy, migrant worker, fascism, pension, unemployment insurance

SPIRITUAL APPLICATIONS:

Psalm 146 – Read and discuss this psalm of praise to God who takes care of us in all kinds of difficult and troubling situations.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 26 – pp. 711-742

Chapter 26 Digital Lessons Plans and Presentations

Video – *Wall Street Crash 1929* (2:09)

Video – *The New Deal* (4:16)

Video – *The Great Depression and the Dust Bowl* (3:47)

Video – *The New Deal and the Hoover Dam* (3:28)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Great Depression Video Quiz* (30:06)

Learn360 video segment – *The Great Depression* (3:16)

Learn360 video segments – *Dust Bowl and Black Sunday* (7:51)

Learn360 video segment – *Tennessee Valley Authority Act, the National Recovery Administration, Social Security, and Unemployment Insurance* (6:41)

BrainPop video – *Great Depression Causes* (5:08)

BrainPop video – *Great Depression* (3:05)

BrainPop video – *New Deal* (3:04)

BrainPop video – *Eleanor Roosevelt* (5:07)

BrainPop video – *Franklin D. Roosevelt* (5:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a three-column chart listing New Deal programs, their acronyms, and a sentence explaining the purpose of the program.
2. Compare unemployment during the Great Depression with other periods, including current unemployment rates.
3. Write a description of a day for residents in “Hooverville.”
4. Research the efforts of Eleanor Roosevelt as the First Lady. How were her activities different from First Ladies before her?
5. Research information on environmental causes of the Dust Bowl. Prepare a poster illustrating your findings as well as ways to assist in preventing a repeat of that devastating weather event.
6. Divide the class into two groups. One group will provide arguments for Roosevelt’s plan to increase the Supreme Court to 15 members. The other group will give arguments for the opposition.

THIRD QUARTER · CYCLE 4, UPPER

TOPIC: America and World War II

PACING: 6 Days

STANDARDS:

- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.STS.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.

OBJECTIVES:

- Summarize the events that led to the rise of dictators in Europe.
- Explain how World War II began and why the United States entered the war.
- Evaluate how the war developed in Europe and North Africa and how Germany was defeated.
- Identify what the Holocaust was.
- Analyze events that occurred in the Pacific and how Japan was defeated.

VOCABULARY: dictator, anti-Semitism, totalitarian, appeasement, blitzkrieg, disarmament, ration, Civil defense, internment camp, genocide, Holocaust, concentration camp, Island hopping, kamikaze, atomic bomb

SPIRITUAL APPLICATIONS:

Philippines 4:13 – With God’s help, even difficult situations of life and death can be endured. Think of a difficult time in your life when you felt God’s guidance and protection.

MCGRAW-HILL RESOURCES:

A History of the United States
Chapter 27 – pp. 743-780
 Chapter 27 Digital Lessons Plans and Presentations
 Video – *The Rise of Hitler* (3:37)
 Video – *Pearl Harbor* (2:48)
 Video – *War on the Home Front* (10:42)
 Video – *The War in Europe* (3:19)
 Video – *End of the War in the Pacific* (4:43)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents 1945-1977* (45:12)
 (segments on Truman)
 Learn360 video – *World War II Video Quiz* (32:03)
 Learn360 video segment –
Unbreakable American Code (3:21)
 Learn360 video segment –
Weather Forecasting and D-Day (1:21)
 BrainPop video – *World War II Causes* (4:52)
 BrainPop video – *Adolf Hitler* (4:50)
 BrainPop video – *World War II* (3:15)
 BrainPop video – *Anne Frank* (2:42)
 BrainPop video – *Holocaust* (3:52)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a time line of events leading up to, during and at the conclusion of World War II.
2. Mold a mock panel discussion representing Hitler, Mussolini, Stalin, TĐjĐ, and members of Congress to discuss the Neutrality Acts.
3. Write a narrative about life “on the home front” or as a soldier or conscious objector serving in a foreign country.
4. Research internment camp history and life. Create a board display that shows the information about internment camps. (<http://heartmountain.org/> is a helpful website)
5. Discuss why it is important to learn about the Holocaust even though it was a horrible event. Could something like the Holocaust happen again?
6. Research and create a narrative about a battle in Europe or the Pacific.
7. Write an opinion essay about what you would have done if you had been President Truman.

THIRD QUARTER · CYCLE 4, UPPER

TOPIC: The Cold War Era

PACING: 5 Days

STANDARDS:

- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.PAG.9** Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.
- SS.5-8.STS.11** Cite evidence of how media are created, received, and are dependent upon cultural contexts.

OBJECTIVES:

- Contrast the goals of the Soviet Union and the United States after World War II.
- Summarize the Truman Doctrine, the Marshall Plan, and the Berlin Crisis.
- Discuss economic problems after World War II.
- Identify how the United States was involved in the Korean War.
- Describe economic and cultural developments in the 1950s.

VOCABULARY: iron curtain, containment, airlift, subversion, espionage, perjury, inflation, Fair Deal, desegregate, demilitarized zone, arms race, summit, standard of living, affluence, materialism

SPIRITUAL APPLICATIONS:

“In reviewing our past history, having traveled over every step of advance to our present standing, I can say, Praise God! As I see what God has wrought, I am filled with astonishment, and with confidence in Christ as leader. We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history.” Christian Experience and Teachings of Ellen G. White, p. 204. Discuss how God has led in the past and has ultimate control over human affairs.

MCGRAW-HILL RESOURCES:

A History of the United States
Chapter 28 – pp. 781-810
 Chapter 28 Digital Lessons Plans and Presentations
 Video – *The Berlin Crisis* (1:50)
 Video – *Harry S. Truman* (1:46)
 Video – *The Korean War* (2:28)
 Video – *Foreign Policy during the Cold War* (1:02)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents 1945-1977* (45:12)
 (segments on Truman and Eisenhower)

Learn360 video segment –
Cold War and American Life (2:19)

Learn360 video – *Sputnik* (3:21)

Learn360 video segment –
Nuclear Nightmares and the Space Race (3:12)

BrainPop video – *Cold War* (4:31)

BrainPop video – *United Nations* (4:13)

BrainPop video – *Korean War* (4:09)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Design a poster which illustrates the concept of the “iron curtain.”
2. Analyze the Berlin Airlift and the Crisis in Berlin. How did the United States act without using military force?
3. Research efforts and achievements in the “space race.” Display your findings on a poster or display board.
4. Make a list of ways the Federal Highway Act of 1956 has benefited the country.
5. Describe the higher standard of living enjoyed by most Americans in the 1950s. Write a narrative describing typical daily experiences in the 1950s.
6. Choose one of the technological advances of this period (i.e., television, computers). Make a presentation about the invention and its benefits to share with the class.
7. Discuss how God has ultimate control over human affairs, specifically during this period.

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: The Civil Rights Era

PACING: 4 Days

STANDARDS:

- SS.5-8.IDI.3** Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception.
- SS.5-8.IDI.11** Develop a respect for others including senior citizens and individuals with disabilities.
- SS.5-8.IGI.4** Identify ways that Seventh-day Adventist organizations work to improve life in communities.
- SS.5-8.PAG.4** Evaluate fundamental values of constitutional democracy.
- SS.5-8.PDC.2** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.

OBJECTIVES:

- Evaluate the importance of Brown v. Board of Education in changing schools.
- Draw conclusions about the success of nonviolent protests during the civil rights era.
- Compare and contrast the Kennedy and Johnson administrations.
- Analyze the importance of civil rights legislation.
- Identify various individuals who led the civil rights movement.

VOCABULARY: boycott, civil disobedience, integrate, poverty line, Medicare, Medicaid, sit-in, feminist

SPIRITUAL APPLICATIONS:

Compare and contrast the work of the Peace Corps and Seventh-day Adventist efforts such as ADRA and the student missionaries program. adra.org/wallawalla.edu/campus-life/chaplains-office/student-missions/ (check other Adventist college sites as well) www.peacecorps.gov/

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 29 – pp. 811-842

Chapter 29 Digital Lessons Plans and Presentations

Video – *The Civil Rights Movement* (8:45)

Video – *Peace Corps* (1:50)

Video – *Freedom Riders* (1:57)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12) – segments on Kennedy and Johnson

Learn360 video segment – *Americans with Disabilities Act* (3:30)

BrainPop video – *John F. Kennedy* (5:15)

BrainPop video – *Brown v Board of Education of Topeka* (4:17)

BrainPop video – *Martin Luther King Jr.* (4:03)

BrainPop video – *Civil Rights* (4:12)

BrainPop video – *César Chávez* (4:24)

BrainPop video – *Feminism* (4:12)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a photojournalism book. Include images from the civil rights era captioned and arranged in chronological order. Include an introduction and a conclusion to your book.
2. Compare and contrast the presidencies of John F. Kennedy and Lyndon B. Johnson using a graphic organizer.
3. Write one-paragraph summaries on the civil rights struggles for the following groups: African Americans, Latinos, Native Americans, women, and disabled people.
4. Discuss and explain Kennedy's famous quote (p. 824).
5. Research the Kennedy-Nixon debates and then create your own "highlight reel" of these debates to share with your classmates.
6. Write an opinion essay regarding the success of nonviolent protests from the civil rights era.
7. Discuss why it took nearly 100 years after the Civil War ended for the Civil Rights Act of 1964 to be passed.

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: The Vietnam Era

PACING: 4 Days

STANDARDS:

- SS.5-8.IDI.4** Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.
- SS.5-8.IDI.7** Embrace and cultivate a personal relationship with Christ.
- SS.5-8.GC.1** Outline how global connections have existed in the past and increased rapidly in current times.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.
- SS.5-8.GC.6** Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.

OBJECTIVES:

- Explain how Vietnam became a divided country.
- Understand how and why the United States became involved in the Vietnam War.
- Evaluate the impact of the Vietnam Era on American society.
- Identify factors that finally helped bring an end to the war in Vietnam.

VOCABULARY: guerrilla warfare, Cuban Missile Crisis, regime, search-and-destroy missions, napalm, Agent Orange, counterculture, deferment, conscientious objector, credibility gap, MIA

SPIRITUAL APPLICATIONS:

Romans 5:8 – Christ died for us while we were yet sinners. Even while we were God’s enemy, He made us part of His family when we come to Him asking forgiveness and accepting Jesus’ offer of eternal life. Encourage students to embrace and cultivate a personal relationship with Christ.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 30 – pp. 843-872

Chapter 30 Digital Lessons Plans and Presentations

Video – *The Space Race* (3:42)

Video – *LBJ’s Advisors on Vietnam* (3:45)

Video – *The Peace Movement* (1:49)

Video – *The First TV War* (10:34)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12)
– segments on Kennedy, Johnson, and Nixon

Learn360 video – *The Vietnam Dilemma: Transforming America* (28:45)

Learn360 video – *Vietnam War Video Quiz* (30:19)

Learn360 video segment –
Televised War Correspondence (4:04)

BrainPop video – *Vietnam War* (4:33)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Locate and watch a video presentation of “The Ballad of the Green Berets.” Discuss the purpose of Special Forces such as the Green Berets.
2. Create a 30-second news broadcast about a key historical event from the Vietnam Era.
3. Compare and contrast guerrilla warfare with the methods of fighting in World War II.
4. Invite a Vietnam veteran to make a presentation to the class.
5. Present a speech declaring whom you would have voted for in the election of 1968 and why.
6. Write an essay about the lessons learned from the Vietnam War.
7. Discuss the “television” war, antiwar demonstrations, and the effects on American society.

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: A Troubled Nation

PACING: 5 Days

STANDARDS:

- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land.
- SS.5-8.GC.8** Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.5-8.CIP.7** Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

OBJECTIVES:

- Analyze how the United States' relationships with China and the Soviet Union changed during the 1970s.
- Identify the events surrounding the Watergate scandal and describe how the scandal affected American society.
- Explain the basic principles of the new conservative approach of government taken by President Reagan.
- State the causes of the Persian Gulf War and its outcome.
- Discuss the challenges and successes of the Nixon, Ford, Carter, Reagan, Bush and Clinton administrations.

VOCABULARY: détente, embargo, executive privilege, impeach, amnesty, trade deficit, human rights, apartheid, fundamentalist, deregulation, federal debt, coalition, bankrupt, deficit spending, grassroots movement, gross domestic product (GDP)

SPIRITUAL APPLICATIONS:

Psalm 118:8 – Even though leaders such as the president have power, authority, and respect, our trust should be completely in God, not humans. In our study of the United States, we see how even great political leaders have flaws. But we can always have complete trust in God.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 31 – pp. 873-916

Chapter 31 Digital Lessons Plans and Presentations

Video – *H. Kissinger's Life as a Diplomat* (5:00)

Video – *Nixon Resigns* (4:23)

Video – *The End of the Cold War* (2:25)

Video – *The Fall of the Berlin Wall* (2:06)

Video – *The Brady Bill and Gun Control* (1:19)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12) – segments on Ford

Learn360 video – *The Presidents: 1977-2004* (45:22) – segments on Carter, Reagan, Bush, Clinton, and Bush

BrainPop video – *Richard Nixon* (6:08)

BrainPop video – *Ronald Reagan* (6:06)

BrainPop video – *Bill Clinton* (5:36)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a PowerPoint presentation on one of the presidents studied in Chapter 31. Include challenges, achievements, disappointments, and policies of their presidency.
2. Analyze Nixon's resignation and how it proved that the system of checks and balances worked.
3. Research the presidential election of 2000. Discuss what made that election unique in American history.
4. Interview someone (parent, grandparent) about one or more of the historical events of this period. What do they remember about the event and how did it influence their life? Report your findings orally to the class in a "show and tell."
5. Make a map showing Europe/Asia before and after the Soviet Union collapse.

FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: New Challenges

PACING: 4 Days

STANDARDS:

- SS.5-8.TCC.4** Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
- SS.5-8.PPE.9** Compare and contrast the effects of sin on the environment.
- SS.5-8.PAG.6** Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
- SS.5-8.STS.4** Gain evidence of how our lives today are media and technology dependent.
- SS.5-8.STS.6** Understand the healthy benefits of time management and practice self-control when using technology.

OBJECTIVES:

- Describe terrorism, especially the events of September 11, 2001, and its effects at home and abroad.
- Compare and contrast how White House administrations addressed key domestic issues and foreign policy.
- Evaluate the economic effects of globalization on the United States.
- Identify environmental concerns that have become more serious issues in recent years.

VOCABULARY: terrorism, insurgent, levees, bailout, globalization, free trade, outsourcing, acid rain

SPIRITUAL APPLICATIONS:

1 Thessalonians 3:13 – As we study the recent and current events of our nation and world, we know that Jesus' coming is soon. Discuss what being ready for Jesus means.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 32 – pp. 917-944

Chapter 32 Digital Lessons Plans and Presentations

Video – *September 11 Terrorist Attacks* (2:35)

Video – *John Lewis on the Election of Barack Obama* (2:10)

Video – *Immigration Reform* (1:31)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1977-2004* (45:22) – segments on Bush

BrainPop video – *September 11th* (6:00)

BrainPop video – *Terrorism* (5:26)

BrainPop video – *Barack Obama* (5:51)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss the concept of terrorism and how, in the age of global terrorism, you can show tolerance and respect for individuals with differing beliefs and viewpoints.
2. Research the Patriot Act. After dividing the class into two groups, conduct a discussion with each group giving arguments for or against the Patriot Act.
3. Write a personal narrative examining how technology has changed your life and how you manage and control your use of technology.
4. Research one of the natural disasters discussed in this chapter. Make a display board or poster to share your findings.
5. Find a current event story that interests you. Research the topic, and then in your own words create a news report (audio for radio or video as if for TV) to share with the class.
6. Create a two-column chart which lists events from Chapter 32 and the changes or effects of that event.